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ABSTRACT

Descriptions of school-college partnership efforts are presented, and 11 ways that schools and colleges can work together to benefit high school students are identified for school principals. The information was obtained in 1986 via the National Survey of School-College Partnerships, a copy of which is appended. Approximately 85 programs are described and high school and college contact persons are identified. The programs are grouped under the following categories: inservice education/faculty development/academic alliances; programs offering college-level instruction to precollege students; minority, disadvantaged, and "at-risk" students; gifted and talented students; articulation programs; research on teaching and learning; adopt-a-school; consortia; coordination of collaborative activities; national writing project; and miscellaneous cooperative programs. (SW)

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SCHOOL / COLLEGE PARTNERSHIPS

A LOOK AT THE MAJOR NATIONAL MODELS

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SCHOOL-COLLEGE PARTNERSHIPS— A Look at the Major National Models

Franklin P. Wilbur
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M. Jean Young

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We are indebted to many individuals at both the National Association for Secondary School Principals and the American Association for Higher Education for their assistance with this monograph. This monograph stems from a National Survey of School-College Partnerships, which was jointly sponsored by NASSP and AAHE.

Scott Thomson, executive director of NASSP, has been a leading proponent of school-college partnerships and has provided vital encouragement and support for this project. We also thank Tom Koerner and Doug Hunt, also of NASSP, for their valuable advice.

At AAHE we acknowledge Executive Director Russell Edgerton's advocacy of the school-college partnership movement. Louis Albert also worked with us at every stage of this project beginning with its inception. Jann Teeple-Hewes at AAHE made many editorial improvements to this document that have improved its clarity and consistency.

We also thank James Vivian of Yale University; Claire Gaudiani of the University of Pennsylvania; James Gray of the University of California-Berkeley; and Robert Diamond, Robert Froh, and Peter Gray of Syracuse University for their helpful critiques of our original survey instrument.

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On our respective homefronts we acknowledge Cheryl, Jeffrey, and Timothy; Laurie and Callie; and Bill for their love and encouragement.

FPW
LML
MJY
October 1987

FOREWORD

Good organizations find ways to serve their customers, overcoming old routines and developing new structures that advantage their clientele.

School-College Partnerships — A Look at the Major National Models aims at this important purpose. It describes 11 different ways that separate institutions — schools and colleges — can work together for the benefit of high school students. Furthermore, the descriptions are not theoretical. They are not simple admonitions to do better. Rather, this monograph provides useful examples of actual programs in real communities. Here you can find concrete plans that already work successfully.

The variety of partnerships is fascinating in itself. Examples range from programs for "at-risk" students to national writing projects to programs offering college level instruction to high school students. The outcomes are powerful: enhanced learning opportunities, motivated students, rejuvenated faculty, and rising morale.

Schools should consider initiating partnerships with higher education to achieve these purposes.

The NASSP would like to commend the authors of this monograph for their vision and commitment, especially Franklin P. Wilbur, who has pioneered school-college partnerships for more than a decade. We also wish to recognize our partners in this enterprise, the American Association for Higher Education and and Project Advance of Syracuse University.

Scott D. Thomson
Executive Director
NASSP

PREFACE

This monograph is a collection of programs that demonstrate how schools and colleges can work cooperatively and successfully toward solving problems of mutual concern. Some of the most significant challenges in education today — such as how to maintain a dedicated, intellectually active teaching staff, and how to best serve the needs of disadvantaged, minority, or "at-risk" students — will not get solved when schools and colleges work independently of each other. These fundamental and pervasive problems in education demand the attention of and contributions from the elementary, secondary, *and* higher education communities. Each community possesses special knowledge, insights, and resources that are vital to the improvement of the *entire* system of American education. When school-college partnerships are formed, a forum is created that allows for sharing, constructive debate, and true problem solving.

The programs described in this monograph are partnerships in more than name only. Experience has shown that many successful partnerships have the following characteristics: *both* school and college are active in determining program goals and activities; *both* school and college contribute resources (e.g., personnel, operating budget, equipment) to the program; and *both* school and college derive significant and meaningful benefits from participating in the partnership. Also of prime importance is the commitment of top-level administrators from both the school and college communities to the partnership. In fact, beyond making principals and superintendents more aware of how a partnership with a college or university might serve their interests, a prime motivation for compiling this monograph was to reinforce the central importance of the principalship or superintendency to successful partnerships.

The information in this monograph was obtained via the National Survey of School-College Partnerships, conducted in August 1986 (see Appendix A). The survey elicited more than 1,000 responses from schools and colleges about a wide variety of partnership activities. The descriptions of each program were drafted at Syracuse University and then forwarded to the appropriate institution for content approval. School "contact people" were also invited to make assessments about the value of their partnerships. Excerpts of these statements appear occasionally throughout this document.

Other outcomes of this survey are the **National School-College Partnerships Electronic Data Base** located at Syracuse University, and *The National Directory of School-College Partnerships: Current Models and Practices,* published by the American Association for Higher Education. The Data Base contains additional information about each of the programs described in this monograph, as well as information about more than 800 other school-college partnerships. The Data Base is easily accessible and can provide more information about a particular category of partnership, or can be searched to locate programs in a particular geographic region or programs that address a specific grade level or academic subject. Information about accessing the Data Base or ordering a copy of the *National Directory* can be found at the back of this publication.

This monograph is intended to serve as an "idea book" for school principals. We hope that additional successful partnerships will be formed between schools and colleges based, at least in part, on the many fine examples in this publication.

We encourage educators to consider adding information about their school-college partnership programs to the National School-College Partnerships Electronic Data Base. To do so, simply photocopy the survey instrument in Appendix A and return the completed survey to Syracuse University Project Advance, 111 Waverly Ave., Suite 200, Syracuse, N.Y. 13244-2320.

INSERVICE EDUCATION/FACULTY DEVELOPMENT/ "ACADEMIC ALLIANCES"

An intriguing variety of cooperative programs focus on the professional needs of teachers, and the reason for the growth of such programs in recent years is readily apparent. With the low annual turnover rate of teachers, those teachers currently instructing our students are basically the same group that will be teaching our entire next generation.

As rapid changes occur in all fields, particularly in the sciences and technical areas, the quality of the education the students receive will, in large measure, depend on the continuing or inservice education of the teachers themselves. Current programs range from those designed to create "communities of scholars" within the academic disciplines, to centers for professional development and curriculum planning, to formal academic programs intended to extend the competencies of veteran teachers through institutes, colloquiums, summer programs, forums, and special degree sequences.

Many programs have created real incentives to teachers to seek professional growth opportunities. The programs selected as examples span the entire country; their origins may often be traced to local initiatives, regional or national networks, or even state legislative mandates.

UNIVERSITY OF PENNSYLVANIA

Academic Alliances: School/College Faculty Collaboratives
Reference Number: 991

Academic Alliances are collaborative groups of faculty members within the same discipline at all academic levels. Modeled on the original concept of the county medical society and county bar association, the alliance groups create local communities of scholar-teachers. Piloted in the foreign languages, the Academic Alliances project now includes more than 3,000 faculty members belonging to 180 collaboratives in chemistry, physics, math, English, history, geography, and geology. The project is centered at the University of Pennsylvania, where an information network and an administrative center for Academic Alliance collaboratives are based.

Alliances meet regularly in monthly or bimonthly sessions and scholarly forums to consider a wide range of issues. Participants share resource materials; explore new technologies; review textbooks, journals, and abstracts; work on common administrative and curriculum problems; and sponsor scholarly activities for students and teachers. Collaborative members become each other's mentors and contribute to the body of knowledge and teaching techniques in their discipline.

Alliance members tailor their own agenda and objectives to meet needs defined by school and college faculty in the same discipline. They rely on their own collective resources for ideas. Many collaboratives have been started by core groups, often as small as two or three faculty members, who identify others who may be interested. Other alliances have grown large enough to subdivide into smaller groups. Membership is open to faculty members and administrators from all education levels — universities to elementary schools in the same cities, counties, or regions — but only to those teaching or working in the same or closely related disciplines. Many groups include college majors and graduate students as members.

Alliances do not replace formal degree work, but they do provide professional growth. In some areas teachers receive continuing education credit for participation. Typically, faculty members and administrators help each other design appropriate incentives to encourage both school and college faculty to participate.

Examples of collaborative activities include:

- In Ohio, an alliance invited English language faculty members from other nations for intensive study weekends in the United States with local language teachers.
- In northwest Louisiana, an alliance-created foreign language festival draws enormous student and faculty member participation and enthusiasm.
- In southern Maine, a collaborative worked with university-level natural science faculty members to sponsor workshops in state-of-the-art technical instrumentation for high school teachers.

School Comment: [Academic Alliances] provide my teachers with a meaningful, ongoing, inservice program. It renews their enthusiasm for the profession by rekindling excitement about their subject. They form a cadre of positive leaders in the building because of their sense of renewal.

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YALE UNIVERSITY

Yale-New Haven Teachers Institute
Reference Number: 1079

In 1978, Yale University and the New Haven Public Schools established the Teachers Institute as a joint effort to strengthen teaching and learning in the community's middle and high schools. Studies of the program show how it has increased teachers' preparation in their disciplines, raised their morale, heightened their expectations of students, encouraged them to remain in teaching in New Haven, and enhanced student performance.

The Institute has repeatedly received national recognition as a pioneering and successful model of university-school collaboration that integrates curricular development with intellectual renewal for teachers. The Institute assists other institutions and school districts with the development of similar programs for their own communities.

The University and the schools have maintained a major financial commitment to the program and have undertaken a campaign to raise an endowment to give the Institute a secure future. Through the Institute, Yale faculty members and school teachers join in a collegial relationship.

The Institute also is an interschool and interdisciplinary forum for teachers to work together on new curricula. Each participating teacher becomes an Institute Fellow and prepares a curriculum unit to be taught the following year. Teachers have primary responsibility for identifying the subjects the Institute addresses.

In applying to become a Fellow of the Institute, each teacher agrees to participate fully in program activities by attending all talks and seminar meetings; researching both the seminar subject and the unit topic; meeting due dates in preparing a curriculum unit consistent with Institute guidelines; and submitting a written evaluation of the program. Fellows who meet these expectations become members of the Yale community for one year with borrowing privileges at the University libraries and access to other campus facilities and resources.

Upon successful completion of the Institute, Fellows receive an honorarium of $1,000 and may petition for certification of their course of study. Any Fellow who intends to seek credit in a degree program is advised to consult in advance with the dean of the institution where he or she is enrolled.

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UNIVERSITY OF OREGON

Resident Teacher Program
Reference Number: 788

The Resident Teacher Master's Degree Program combines graduate study with a year of full-time teaching in a public school under the direction of jointly appointed school district and the University's College of Education faculty.

The Program provides the opportunity to relate educational theory and classroom practice and to develop personal teaching skills through cooperative planning and supervision in an on-the-job field setting. Successful completion of the resident year and the full set of course requirements results in the granting of a master's degree by the University of Oregon College of Education.

As with other induction programs, the Resident Teacher Program of the University of Oregon is based on the following assumptions:

- that beginning teachers have not yet mastered the skills and knowledge they need to ensure success in their first year of teaching
- that learning is achieved most efficiently when it occurs in a relevant structure such as a field setting
- that first-year teaching experience in a supportive and analytic setting creates a confident, open attitude that forms a solid base for continued growth in effective teaching.

To achieve the purpose implicit in the assumptions, the University of Oregon designed the Program to include five critical components:

1. The Program is under joint governance by the University and each cooperating school district.
2. A liaison between the educating bodies is provided by the director of the Program and a jointly-appointed clinical professor for each school district.
3. Teacher education and peer support are provided by weekly seminars designed by clinical professors in which theory and practice are integrated and teachers learn from teachers.
4. On-site classroom supervision is provided by a school district appointed supervisor/cooperating teacher and the clinical professor.
5. "Effective teaching" in the first-year teacher's classrooms is implemented by monitoring the beginning teacher's abilities and reinforced as needed, while advanced teaching techniques learned in the seminars can be applied immediately to the classroom setting.

In a follow-up study done with randomly-selected Program graduates from the past 13 years, the University of Oregon found that a majority of graduates continued in education after completing the program and plan to do so in the future.

A respondent to the follow-up study commented: "Make it mandatory — make it the fifth year of the oft-discussed five-year education program. My experience with other

former resident teachers supports my personal opinion, as well as that of others, that the Resident Teacher Program produces superior teachers with a greater 'life expectancy' in the teaching profession."

The University of Oregon Program was cited as one of four exemplary induction programs in the 1980 Educational Testing Service publication *Study of Induction Programs for Beginning Teachers.*

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UTAH STATE UNIVERSITY

Mellon Teacher Effectiveness Program (Mellon TEP)
Reference Number: 783

New in the 1986–87 school year, the Mellon Teacher Effectiveness Program's major goal is to increase the likelihood that qualified beginning teachers will be successful during their first two years in the classroom, achieve "Standard Certification" status based on Utah's new state certification requirements, and thus be encouraged to remain in the teaching profession.

This project offers a model for collaborative activity between Utah State University and eight school districts in the Northern Utah Curriculum Consortium, in cooperation with the Utah State Office of Education.

The core of the Mellon TEP is the development of Aid/Assessment Teams composed of a mentor and a University faculty member from Utah State's teacher preparation program for each beginning teacher. (The beginning teacher is considered part of this Team.)

Beginning teachers are observed on a regular basis by members of their Aid/Assessment Teams. Each district is free to use its own evaluation instruments with beginning teachers who are participating in the Program, but the districts agree to follow the sequence of observation visits and the general requirements established by the Program. Financial support for the Teams is provided by the Mellon Foundation, Utah State University College of Education, and the participating school districts.

Each of the eight participating school districts provides a minimum of two beginning teachers — one at the elementary level and one at the secondary level — for the Program. Each district also provides a minimum of two mentors to work with the selected teachers; mentors are selected using criteria compatible with the Program's goals. The Utah State College of Education selects the University supervisors to participate in the Program.

The projected outcomes of the Program include:

- develop a collaborative model for teacher education and school districts to use in enhancing the effectiveness and retention of beginning teachers
- demonstrate how the model can be used to address certification issues and be implemented statewide through consortium arrangements
- provide feedback to teacher education programs, making it possible for changes to be made quickly to accommodate the needs of districts and to correct weaknesses that may be discovered among program graduates during actual on-site teaching.

School Comment: Supervision from the University as well as the school level is particularly crucial during the first year. Ideas, support, and help are available to the beginning teacher from both these sources. Veteran teachers feel an ownership in the [progress of the] new teacher and seem to ensure their success.

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THE SCHOOL OF THE ART INSTITUTE OF CHICAGO

Basic Art Support in the Curriculum (BASIC)
Reference Number: 781

BASIC serves Chicago's Greater Metropolitan Area art teachers at all levels and is currently involved with the local city and suburban school districts in curriculum update and development.

The goals of the program are: to improve art education in public and private elementary and high schools; to bring art instruction to a greater number of students in the metropolitan Chicago area; and to begin to identify students who wish to pursue art as a career.

While BASIC coordinates the planning and activities, the School of the Art Institute also initiated an advisory council composed of leaders from such organizations as Urban Gateways, the Illinois Alliance for Arts Education, the Illinois Arts Council, and the Chicago Board of Education.

A local art education committee composed of Chicago art teachers helps assess needs, shares information, formulates programs, and develops model visual arts programs for the city, state, and region.

Activities of BASIC include:

- professional development workshops that include presentations about new techniques and methodologies for teaching, and studio workshops that feature such topics as ceramics, film making, visual communications, and art education
- inservice/institute day meetings with studio artists addressing new materials and techniques or program planning at schools in the Greater Chicago Metropolitan Area
- curriculum consultation in program planning for special education and gifted education, as well as presentation of

art curricula to local school boards and promotion of art programs to the community
- assistance in program preparation for the review of art programs for the North Central Association of Colleges and Schools and visits by the Illinois State Board of Education
- half-tuition professional development programs that allow art teachers at all levels to enroll in classes at half tuition and full college credit
- classroom visits by faculty members of the School of the Art Institute to present lectures or workshop demonstrations that may cover an artists' work, portfolio preparation, careers in art, or specific studio art areas
- scheduled tours of the art school for high school students.

School Comment: I believe that the BASIC program is the most important development in art education that I have seen. I, and the other art teachers at my school, have been informed, inspired, and rejuvenated by BASIC programs and services.

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STATE UNIVERSITY OF NEW YORK-FREDONIA

Fredonia/Hamburg Education Center
Reference Number: 654

The idea for the Fredonia/Hamburg Education Center arose out of a meeting in 1972 between Hamburg Schools, the Fredonia Education Department, and the Teacher Education Research Center at Fredonia. Participants met to discuss educational philosophies and desired competencies for teacher education. The result was a competency-based field center for training teachers as a consortium effort by the State University College at Fredonia and the Hamburg Central School District.

The purpose of this Center is to provide a competency-based training program for elementary and junior high teachers in which classroom observation, supervision, and teaching skills development are coordinated with and reinforced by the instruction they receive in theories of learning and methods in the teaching of language arts, mathematics, reading, science, and social studies.

A steering committee composed of principals and teacher representatives of the Hamburg Central Schools, faculty members of the Education Department of the College, representatives of the College administration, and a representative of the interns provides direction for the Center.

The preservice training provided by the Center includes seminars and internships. Methods seminars led by College faculty members are conducted on-site in Hamburg. The seminars are organized according to the interns' needs and classroom responsibilities. A major feature of the program is that each senior participates in three, 11-week internships in the Hamburg Central School District.

All aspects of the year-long program center around five competency areas: concerns for individuality, human relations, decision making, content skills and techniques, and philosophical position.

As a result of extensive evaluation, center staff members report three specific benefits of their preservice program:
- Hamburg Central School teachers who work with the interns participate in the planning and structuring of the program, which promotes a higher quality experience for interns.
- College staff members involved in the program are strongly committed to the concept of a cooperative approach that promotes a close working relationship and mutual respect between the Hamburg Central School teachers and administrators and the College faculty.
- Being field-centered, the program allows interns to become quickly immersed in their role. This is further promoted by the requirement that interns live in Hamburg for the entire year.

The Fredonia/Hamburg Teacher Education Center received the 1985 Distinguished Program National Award by the Association of Teacher Educators.

School Comment: Administrators and teachers have a sense of renewal and power as they share cutting-edge programs with college staff members. Interns can also bring a freshness to the educational process and inspired commitment to the needs of students.

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UNIVERSITY OF MARYLAND

Teacher Education Centers
Reference Number: 786

Teacher Education Centers were established in the mid-1960s as a result of efforts to join the University of Maryland's College of Education with cooperating school systems in a partnership for the improvement of professional education. Specifically, the purposes of a Teacher Education Center are to:
- provide a vehicle for personalized and diverse preservice experiences based on a comprehensive preparation design and attention to individual needs
- provide a range of accessible inservice opportunities
- mesh material, personnel, and knowledge resources to facilitate an integrated study of educational needs and the production of new knowledge.

Each Teacher Education Center generally includes four to six schools that are identified as sites for preservice and inservice professional development. The schools in each Center are geographically close and voluntarily join the Center based on school administration and faculty member receptivity to the goals and responsibilities of the Center.

The key person in every Center is its coordinator. This coordinator provides the link between the school system and the college and facilitates all aspects of the on-site program. Each coordinator is selected and appointed by the College of Education and the cooperating school system in which the Center is located. Selection processes are broad-based, involving a joint search and screening committee.

In addition to the coordinator, there may be a Center assistant who works with the coordinator, as well as Center staff members who work as cooperating teachers, program development collaborators, resources for observers and other inservice professionals, members of advisory and planning committees, and general support for all Center-related activities.

The institutional administration of the Teacher Education Centers is generally a joint responsibility of the Office of Laboratory Experiences in the College of Education and of the Office of Staff Development in the cooperating school systems.

On the College side, the faculty and staff of many departments and of the dean's office serve as workshop leaders, consultants, course instructors, liaisons in the disciplines and other special areas, members of joint committees, and as general resources for expressed needs in research, curriculum, and related professional areas.

The University of Maryland reports that the Centers provide greater access to new knowledge about teaching and learning. In addition, by working with students preparing to be teachers, experienced teachers have many more opportunities to apply and share their newly acquired skills and insights. They also report that sharing current instructional concerns with colleagues, supervisory personnel, and University faculty members occurs significantly more often in the Centers than in other school settings.

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UNIVERSITY OF WISCONSIN-WHITEWATER

Teacher Induction Program
Reference Number: 1081

The Teacher Induction Program focuses on providing assistance and support for first-year teachers. Participating administrators screen and select inexperienced teachers. When the first-year teacher signs a contract to participate, an Induction Team is formed. This team consists of an administrator of the local school; a mentor teacher who is teaching in the same subject/grade level as the inductee; and a University consultant who is a specialist in the teaching methodology of the subject/grade level of the inductee.

The Teacher Induction Program requires admission to the University of Wisconsin-Whitewater Graduate School. The inductee enrolls for three to six graduate credits per semester, which may be applied toward a graduate degree.

The first-year teacher prepares a Personal Development Plan under the guidance of the Induction Team during induction orientation meetings held in late August. The Personal Development Plan assists the new teachers in identifying their concerns about teaching and in organizing those concerns into major categories. The plan becomes a continuous working document that is used throughout the first year.

Through the plan, the inductee is encouraged to seek assistance from the mentor faculty at daily/weekly conferences and from the University consultant through weekly written reports. Additional support and assistance are provided by the University consultant through monthly on-site meetings of the Induction Team with the inductee.

Seminars are held monthly for all members of the Induction Teams. These seminars focus on common concerns of inductees and have included discussions of management of student conduct, evaluation, parent conferences, motivation, anatomy of a lesson, and dealing with slow learners and gifted and talented students.

An experimental design involving 12 inductees and a control group of 12 first-year teachers who did not participate in the program was developed to evaluate the program. All the inductees completed the 1984–85 academic year, while only 10 of the 12 control group teachers completed the first year of teaching. Seventy-five percent of the inductees indicated they planned to be teaching in five years while only 25 percent of the control group indicated they had the same plans.

Other significant findings of the program are:

- Participating first-year teachers view teaching from a student/learner-centered approach while the nonparticipants view teaching from a more global point of view.
- Administrators reported fewer problems with first-year teachers in the program as compared with those not in the program, indicating there were fewer discipline referrals and staff member and parent complaints.
- Mentor teachers indicated they would work in the program and on subsequent research and indicated that the program has been beneficial to them because of the professional challenge, renewal, and recognition. Mentors reported the seminars were of special help to them.

The Teacher Induction Program was cited in 1980 by the Educational Testing Service (ETS) as being 1 of 20 exemplary programs for first-year teachers in the nation; the Wisconsin Association of Teacher Educators named it the Wisconsin Program of the Year in 1984; the American Association of State Colleges and Universities awarded the Program the Showcase for Excellence Award in 1985; and

task force reports from the Wisconsin Department of Public Instruction and the University of Wisconsin Central Administration recommended such a program of induction for all beginning teachers in Wisconsin.

School Comment: As an administrator, I feel the Teacher Induction Program helps establish and maintain a strong bond between the new teachers and the building principal.

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BROWN UNIVERSITY

Brown Institute for Secondary Education
Reference Number: 5

The Institute for Secondary Education serves as the central mechanism that links Brown with its neighboring schools. Its three basic purposes are: to provide meaningful inservice programs for secondary teachers in collaboration with the Brown faculty; to create a forum for teachers and school administrators within which they present curriculum demonstrations and joint research projects; and to connect local interests with national efforts at fundamental school reform. The Institute allows for collegial exchange, sharing of teaching strategies and materials, and reevaluation and restructuring of current curricula.

The following programs exemplify the three major purposes of the Institute:

- A team of teachers and Brown professors plan a two-day institute, followed by four evening seminars on the "Story of the Constitution." This program is open to teachers throughout Rhode Island and southeastern Massachusetts.
- Teachers present a series of "State of the Art Teaching" workshops/seminars. The content and format of each presentation are defined by the teacher/leader. Sessions will have open enrollment.
- The "School Leaders' Study Group," consisting of 15 teams of a secondary school principal and teacher, focuses a year's study on curriculum development and implementation. The group is working with innovative models, including those developed by the Coalition of Essential Schools.

School Comment: Through the generosity of the University, seed money to assist in this project, along with other private funds and now with monies from the public schools, it appears that we will be able to offer an outstanding opportunity to extend the professional development of secondary teachers throughout the state.

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WESTERN KENTUCKY UNIVERSITY

Professional Development Center Network
Reference Number: 483

Western Kentucky University's Professional Development Center Network is a consortium composed of the Western Kentucky University College of Education, 24 public school districts, and the parochial schools within those districts.

Divided into four centers, the network serves 163 schools, 3,281 teachers, and 66,889 students. Each Center has an advisory council composed of representatives from the districts/organizations served by the Center who collaborate to meet the staff development needs of that Center. Through this collaborative effort a wide range of field-based resources and training activities are used.

The total network is governed by a commission under the leadership of the network director supported directly by Western Kentucky University.

To ensure that the staff development experiences addressed by the Network meet the professional needs of the individual staff members, the network has developed an extensive needs assessment process. In addition to providing needs assessment data, a major function is to coordinate the development, registration, delivery, and evaluation of staff development experiences for certified district personnel.

This function is accomplished in several ways:

- Flexible Inservice Workshops: Using the "Master Plan" developed from the needs assessment process, the Network staff identifies the workshop leaders who design and deliver each workshop.
- Common Inservice Days: Adjoining school districts regularly plan a common inservice day for their staff members.
- Individual District Workshops: Designed to meet specific district needs.
- Administrator Workshops: Addresses the specific needs of central office and building level administrators.
- Superintendent Conferences: State and local consultants are selected to deal with the topics identified by the superintendents.
- Special Projects: Designed to work directly with public schools in research as well as staff development and data management needs.

The intense involvement with public schools facilitated by this project has resulted in the incorporation of new content in existing courses in the University as well as the development of new courses designed to meet the needs of professional educators. Concepts such as teacher stress and coping strategies, the gifted learner, cognitive style and matching instructional strategies, motivation issues, and classroom/

strategies, the gifted learner, cognitive style and matching instructional strategies, motivation issues, and classroom/behavior management techniques are all examples of content that has been added to existing undergraduate courses as a result of faculty interaction with public school personnel.

The Professional Development Center Network has become a model for the development of similar programs at other institutions.

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TRINITY UNIVERSITY

Brackenridge Forum for the Enhancement of Teaching
Reference Number: 1019

With an aim to improve teaching and teaching conditions in the public schools of the nation, the participants of the Brackenridge Forum for the Enhancement of Teaching prepare position papers to inform about and influence policy. Forum members include outstanding teachers from the Bexar County schools, selected faculty members from the Department of Education at Trinity, and prominent national leaders in education such as Ernest Boyer.

Teachers from the Bexar County public schools are nominated by officials from their school districts on the basis of outstanding performance as teachers and an interest in the issues related to teaching and teaching conditions. A committee of faculty members from the Department of Education at Trinity University then selects from these teachers for appointments as Brackenridge Fellows.

Visiting scholars and Trinity faculty members serve as Brackenridge Associates and meet regularly with the Fellows during the summer and one day a month during the academic year. The Brackenridge Forum for the Enhancement of Teaching is supported by the George W. Brackenridge Foundation.

School Comment: The Brackenridge Forum for the Enhancement of Teaching program is an excellent example of what can be accomplished when public school systems and colleges and universities collaborate to meet the demands for quality teachers. This program serves as a motivational instrument in establishing future Teachers of America clubs at the high school level and creates interest in the teaching profession.

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UNIVERSITY OF CALIFORNIA-SAN DIEGO

UCSD Science Teacher Institute
Reference Number: 669

The University of California-San Diego (UCSD) Science Teacher Institute is designed for teachers who need to expand their knowledge of content in biological, physical, and earth/space science and who need to develop methods of teaching science to students.

Funded by the National Science Foundation, the Institute consists of a six-week summer program and monthly follow-up meetings during the academic school year.

The 50 participants in the first Institute (1986) received a stipend of $900 and six quarter units of credit for the summer session. They were teachers from San Diego City and County public and private schools selected on the basis of their desire to improve their background in science content and science teaching methodology; ability to benefit from the program; commitment to participate in the academic year follow-up activities; ability to motivate colleagues and communicate skills learned; and the recommendation of the site principal. All participants in the first Institute planned to teach in the fall of 1986 in a middle/junior high school. In 1987, participants were selected from teachers at the high school level.

Activities during the six-week program involve participants in formal lectures and a small-group discussion in the mornings, and three afternoons each week spent in laboratory sessions. Special presentations and field trips are scheduled for the other two afternoons. The faculty consists of distinguished professors and researchers from UCSD's departments of biology, chemistry, physics, and geology at Scripps Institute of Oceanography.

UCSD reports that the program benefits San Diego 7th–12th graders by improving their science literacy, which in turn results in more qualified students for university-level work; teachers benefit by increased confidence and motivation.

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IDAHO STATE UNIVERSITY

The League of Schools
Reference Number: 682

The League of Schools was developed to address what Idaho State University (ISU) calls a long-standing concern that teacher inservice practices all too often generate dissatisfaction — and little improvement — in classroom learning.

To improve inservice training, ISU established the League of Schools, whose purpose is to provide a process and vehicle by which the participating school districts and the

ISU College of Education can mutually benefit by a collaborative organization of staff improvement activities.

The League of Schools currently consists of 14 Southeastern Idaho school districts and the ISU College of Education. Activities of the League of Schools are generally provided by the College of Education at ISU which offers credit and non-credit workshops. In addition, the League coordinates inservice activities from other institutions and individuals. High-interest areas such as computer literacy and reading are the subjects of many of these workshops.

While many programs are delivered on a building/school district level, some of the staff development activities involve several districts. In these cases, multi-district workshops are arranged. ISU reports that these workshops are cost-effective and contribute to collegiality between districts. Emphasis is placed on collaborative planning and programming among the ISU College of Education, administrators, and teachers. School districts are encouraged to do an annual needs assessment and inservice training is based on direct response to those needs.

For example, the superintendents, assisted by the League of Schools staff members, are the final decisionmakers about the extent and nature of staff development programs. Also, those individuals receiving the inservice training have input regarding both the content and method of delivery of services.

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MARYMOUNT COLLEGE TARRYTOWN

Academic Alliances in Foreign Languages and Literatures: School-College Faculty Collaboratives
Reference Number: 754

The Foreign Language and Literature collaboratives of the Academic Alliances project started in 1981 is now centered at Marymount College with Ellen Silber as coordinator. Currently, 100 local communities of foreign language and literature faculty members from elementary schools, secondary schools, community colleges, four-year colleges, and universities meet monthly or bimonthly to consider a wide range of professional issues. These groups comprise more than 3,000 faculty members in 37 states and the Virgin Islands.

In addition, many of these groups regularly invite graduate students, college language majors, and selected high school students interested in teaching foreign languages to their meetings. Together, they take responsibility for the quality of teaching in foreign languages in their local area and work on administrative and curricular problems that affect their teaching.

The central office of Academic Alliances in Foreign Languages and Literatures at Marymount College coordinates an information network on collaboratives across the country. To facilitate the formation of new groups and to support ongoing groups, it provides consulting services; organizational material and guidelines; speakers for national, regional, and local meetings; press releases and press kits; as well as details about funding opportunities.

In addition, Academic Alliances in Foreign Languages and Literatures prepares a bimonthly column for *Foreign Language Annals* and publishes *Collaborare,* a triannual newsletter.

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UNIVERSITY OF CALIFORNIA-DAVIS

Northern California Mathematics Project
Reference Number: 807

Sixteen California Mathematics Projects operate at several universities throughout California. The project is administered jointly by the California State University and University of California in consultation with an advisory committee composed of representatives from the University of California, the California State University, California Community Colleges, Association of Independent California Colleges and Universities, California State Department of Education, California Postsecondary Education Commission, Industry Education Council, and California Labor Federation.

The goal of the California Mathematics Project is to improve instruction in mathematics at all levels. Activities at the 16 project sites include selection of experienced mathematics teachers to participate in a summer institute. All the projects emphasize problem solving in mathematics, two of them through the use of computers. Eleven invite teachers from both the elementary and secondary levels, three serve only high school teachers, and two are designed especially for elementary school teachers.

In addition to the summer courses, the projects support continuing school-year activities including follow-up meetings, school visits, and inservice programs for other teachers with workshops conducted by summer institute participants.

A major strategy of the Project is to develop and support the leadership of experienced mathematics teachers who will disseminate ideas and techniques for teaching by forming networks through which to share resources and successful teaching approaches as well as through the inservice presentations.

In addition to the summer institute, the Northern California Mathematics Project offers diagnostic testing and consulting in the schools, and inservice workshops such as "Problem Solving," "Logical Thinking," "Teaching Methods and Organization," and "Measurement."

The California Science Project, modeled on the Bay Area Writing Project and the California Mathematics Project, was formed to improve instruction in the physical sciences. The activities and goals of the Science Project reflect those of the two programs on which it is modeled.

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WILLIAM PATERSON COLLEGE

Promoting Excellence Through Writing Across the Curriculum in Area Schools and Colleges
Reference Number: 872

To improve the language skills of students entering state colleges, the William Paterson College English Department, in collaboration with area schools (K–12) and community colleges, designed a three-year Writing Across the Curriculum (WAC) Project.

The first year's efforts (1984–85) focused on the implementation of WAC in the Wayne, Paterson, and Newton public high schools and included the following activities:

- a two-day WAC Conference
- four Writing as Process seminars for high school teachers
- WAC consultations with school administrators
- an Evaluation/Planning Symposium of all participants
- the formation of the New Jersey Writing Consortium, a permanent institution dedicated to the creation of a committed, professional community for the improvement of student writing within each participating school and community college, and ultimately, in neighboring schools and colleges.

During the second year of the project, WPC and Bergen and Passaic Community Colleges collaborated to sponsor the following activities:

- a Writing Institute, team-taught by WPC and CC faculty, for 20 community college colleagues to redesign general education courses to include writing activities
- a training workshop for WPC, community colleges, elementary, middle, and high school faculties to be WAC workshop leaders and teacher-consultants in their own and area schools and colleges
- the publication of *On Writing Well,* a WAC guidebook for improving student writing in all disciplines
- the publication of the first issue of *Zero Draft,* the consortium newsletter
- a Consortium General Meeting on The Role of Standardized Testing in the Curriculum.

The project is following the first and second year with workshops on Critical Thinking/Writing at participating middle and high schools and preparing for the third year, the collaboration of WPC and the elementary school faculty of the Paterson, Wayne, Newton, and Englewood School Districts.

The project was financed by the DHE-FICE grant and matching WPC funds for the first two years. Third-year costs will be shared by the DHE-FICE grant, WPC, and participating school districts.

School Comment: The WPC training provided teachers with the incentive to integrate writing into their courses and to experiment with different teaching models for improved teaching effectiveness. The results have been the improvement of students' ability to think and write critically.

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UNIVERSITY OF MARYLAND-COLLEGE PARK

Teaching Associate Program
Reference Number: 478

Through agreements with Montgomery County Public Schools and University of Maryland-College Park (UMCP), selected high school teachers in chemistry, physics, and math are given a year-long leave to become teaching associates at UMCP. Associates are selected by a joint committee of school and UMCP personnel.

The selected associates work as a team with lower division instructional faculty members in their respective academic area at the UMCP campus. Teaching Associate Program participants take graduate level courses for professional development, help teach in a major first-year course (supervise labs, conduct discussions, help with lectures, assist in training of other graduate assistants), and complete a major project of value to Montgomery County Public Schools and UMCP, which is shared with fellow teachers upon their return to the school system.

In its second year, UMCP reports that the program has built closer university/school ties, helped update and enrich the background of teachers; helped orient university and school instructors to problems shared at other levels in terms of student learning difficulties, and has built an infrastructure of individuals who are prepared to collaborate on other projects.

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OBERLIN COLLEGE

Teachers Academy
Reference Number: 873

The Oberlin Teachers Academy was inaugurated in January 1986 as a result of Oberlin's desire to make its resources available to secondary education in Cleveland, the Cleveland area, and beyond. The academy offers inservice education through weekend retreats and summer institutes, providing opportunities for secondary teachers and administrators to study at Oberlin to advance their knowledge of and upgrade their expertise in their disciplines.

Workshops and seminars offered at the institutes and retreats are conducted by Oberlin faculty. Programs have been offered in areas such as English, computer science, biology, chemistry, environmental studies, contemporary China, American government and history, music, French, mathematics, Soviet and American relations, and Japanese history and culture. Believing that the teacher-student ratio is a critical factor in any formal learning situation, there is a firm enrollment limit of 15 in both the institutes and the weekend retreats.

The weekend retreats, which begin on Friday evenings and conclude on Saturday afternoons, are offered during the academic year. Most summer institutes are held during the last two weeks in June, but some are offered later in the summer. College dormitory space is provided and on-campus residency is encouraged. Various travel seminars and a "London Shakespeare residency" with the Royal Shakespeare Company are also offered each summer.

Oberlin College credit is awarded for summer seminars and workshops lasting one week or longer. Scholarships from various sources are available to qualified applicants.

Teachers who participate in Academy programs over an extended period of time and perform at a consistently high level of excellence are conferred the title "Fellow of the Oberlin Teachers Academy" in recognition of exceptional accomplishment.

The Academy is funded in part by a grant from the Cleveland Foundation.

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GEORGETOWN UNIVERSITY

Georgetown University Articulation Program
Reference Number: 944

In 1977, in collaboration with the District of Columbia public schools, Georgetown University began an effort to improve the teaching of critical reading and writing in local schools. From the fall of 1977 through the spring of 1981, English teachers from Georgetown and from all 12 of the District's public high schools worked together to consider ways of improving the teaching of composition and literature.

Objectives of the current program reflect suggestions made by the teachers who participated during that time. Those suggestions included: bringing together teachers, faculty members, administrators, and students from many different disciplines and levels and from public and private schools, and extending work done by these groups to others by publication and wide dissemination of curricular materials.

To meet these objectives, teachers from junior high through graduate school attend five workshops per year, each coordinated by a Georgetown University faculty member. The responsibility for selecting the materials to be studied at each workshop and the direction of particular meetings is shared among participants.

The fall semester is devoted to open-ended explorations of concerns to be addressed on both theoretical and practical levels. The development of curricular materials for classes and for wider dissemination is the goal in the spring.

Results of the collaboration between these college and pre-college educators include:

- a national interest in their Writing in the Humanities curricular materials
- the Writing Center Associates Program for high school teachers seeking master's degrees in English who, working with a Georgetown professor, combine the study of composition pedagogy with the study of literature
- summer meetings of 10 Georgetown faculty members with approximately 30 high school, community college, and college teachers in various disciplines to discuss ways of approaching writing instruction
- publication of a journal, *Critical Literacy,* devoted to specific topics of professional interest to local schools and colleges.

School Comment: The Georgetown Articulation Program was a welcome change from traditional educational methods and philosophy courses. It put us back in touch with the academic world by allowing us to focus on the actual subject content of our disciplines. It also provided a unique opportunity for us to begin to understand the challenges facing teachers at academic levels different from our own, ranging from junior high school teachers to college professors, and from inner city public schools to private and parochial schools.

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AMHERST COLLEGE, HAMPSHIRE COLLEGE, MOUNT HOLYOKE COLLEGE, SMITH COLLEGE, UNIVERSITY OF MASSACHUSETTS

Western Massachusetts Five College/Public School Partnership
Reference Number: 10

Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst have joined in a partnership with 43 school systems in Hampden, Hampshire, and Franklin Counties in western Massachusetts.

The goal of the collaboration is to provide opportunities for teachers at every level to remain current with their field of academic interest and to encourage collegial and professional contacts between teachers in the schools and colleges.

The Partnership enjoys the support of key school and college administrators both in the daily operation of the projects and in their commitment to establishing a long-term mechanism for strengthening communication and sharing resources between the schools and colleges.

The Partnership is directed by a steering committee of school and college administrators from the Massachusetts Teachers Association and the State Department of Education.

All activities are planned and organized by committees of school and college faculty members representing a specific academic discipline or area of interest. The Partnership offers conferences and seminars during the school year, summer institutes, a resource system, newsletter, electronic bulletin board to select subject area teachers, and summer task forces working on specific projects.

The five colleges, through their consortium, Five Colleges, Inc., provided the initial funding for the Partnership and will continue to provide a part of the operating costs. Sources of funding for specific projects include the school systems, the Rockefeller Foundation, the General Electric Foundation, the National Science Foundation, the Massachusetts Board of Regents of Higher Education, and the Massachusetts Foundation for Humanities and Public Policy.

School Comment: As a participant in and organizer of these programs, I can attest to the excitement and creativity they generate. We who form the Partnership now realize the incredible educational resources that exist among ourselves and the benefits to be gained through sharing our expertise.

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UNIVERSITY OF CHICAGO

Fry Foundation Summer Seminars
Reference Number: 488

The Fry Seminars bring Chicago public high school teachers to the University of Chicago campus for intensive four-week sessions in June and July. The objective of the seminars is to strengthen the instructional abilities of high school teachers of the Chicago Public School System by providing intellectual challenge and refreshment.

The university meets this objective by matching the needs of high school teachers for renewal in their disciplines with the talents and interests of appropriate University of Chicago faculty members.

Seminars have included topics in English, biology, mathematics, and modern European and United States history. The focus of the seminars was not exclusively to promote substantive learning, but to provide discussions for disciplinary and curricular concerns. University faculty sought to challenge the way participants see their material and their teaching, and to make them rethink attitudes and issues.

The seminars were designed to provide each participant with an agenda and bibliography for future reading, new ideas for teaching, and, for some, with a research topic to be explored.

In an evaluation of the program, participants emphasized their sense of being taken seriously as adult learners and stressed appreciation of the experience. Participants also expressed appreciation for an opportunity for formal and informal interaction, both with instructors and among participants. Many expressed the intention to continue their interaction with other seminar participants.

A participant in the mathematics seminar said of the Fry Seminars, "Seminars of this kind are a 'definite must' if we, as high school teachers, are to be kept abreast of new discoveries and techniques in our field."

School Comment: What a magnificent opportunity to provide teachers with a forum at a research university to discuss issues related to their field. The school-college partnership program is a reminder of how much there is to learn and how exciting it is to do so.

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PROGRAMS OFFERING COLLEGE-LEVEL INSTRUCTION TO PRECOLLEGE STUDENTS

Many school-college partnerships seek to create opportunities and real incentives for precollege students to work hard academically, to "test the waters" prior to full-time college study, to explore various career options, and to understand the commitment necessary to be successful in a given field. They accomplish this by making it possible for high school students to enroll in college-level courses, often bearing regular college credit, while they are still in secondary school.

Among the objectives of many of these collaboratives are to smooth the transition from school to college, shorten the time needed to earn an undergraduate degree, avoid unnecessary duplication of curricula, and improve the study habits, general academic readiness, and academic options for all college-bound youngsters.

Often, such programs also strengthen relationships among teachers and college faculty, provide teachers with new opportunities to keep up with developments in their academic disciplines, encourage collaborative curriculum development projects and research on effective instruction, and help college faculty members keep in better touch with the realities of educating today's children.

Courses are offered both on college campuses and in the schools, are taught by regular college faculty members and high school "adjuncts," and include courses ranging from freshman English, chemistry, and history to economics, computer engineering, and statistics.

School-college cooperative relationships that allow for joint planning, teaching, and supervision of college courses often require special administrative structures and a strong commitment to research and evaluation if they are to be successful.

The examples that follow illustrate the diversity and scope of the programs in this extensive category.

SYRACUSE UNIVERSITY

Project Advance (PA)
Reference Number: 279

Syracuse University's Project Advance (PA) is currently the largest program in the United States offering accredited college courses taught in high schools by high school faculty. The Project began in 1973 in six pilot schools in the Syracuse area. It now serves 84 high schools and approximately 3,800 students in New York, Maine, Massachusetts, Michigan, and New Jersey.

Ninety-five percent of approximately 465 colleges and universities approached by Project Advance graduates have recognized Syracuse University (SU) coursework successfully completed through PA for some combination of degree credit, exemption from similar courses, and advanced placement.

Syracuse University courses offered through Project Advance are regular introductory college courses offered in the colleges of the University. They include biology, calculus, chemistry, computer engineering, English, psychology, sociology, religion, and most recently, public affairs. An economics course was introduced in the 1987–88 school year.

The courses are carefully monitored by SU faculty members and PA administrative staff members to ensure the standards in PA classrooms are identical to standards of SU classrooms. Detailed student and teacher manuals, testing and evaluation instruments, course outlines, and record-keeping techniques help to achieve this consistency.

The high school faculty members who teach PA courses are carefully selected on the basis of academic background and teaching experience, and are trained in special workshops by SU faculty.

Project Advance reports that the advantages of the Project to students are numerous:

- Enrollment in PA helps to sharpen students' skills for full-time college study and gives them realistic expectations of the academic demands of college life.
- The record of recognition of courses completed through PA is high.
- Credit and/or exemption received by most students creates a variety of options in academic program planning including acceleration or taking additional courses outside their major.
- Students' work is assessed throughout the year and is verified by regular SU transcripts.
- A full-time year-round administrative staff at SU coordinates support services for students, their parents, teachers, professors, and the representatives of other colleges and universities.
- Instructional materials used are continually examined for ways to improve their effectiveness and to keep them current.

Various evaluation procedures are used to monitor the Project, such as classroom evaluation surveys of participating students and "comparability" studies to ensure that coursework meets on-campus standards. Another such procedure is a follow-up of graduated students who have gone on to college. These students have commented: "The subject you pick for PA probably doesn't matter, but I took English. The most important thing I learned was that you work hard. You work much harder in college. PA was a good steppingstone for me." "It really prepared me to handle the tough assignments in college. I was able to be academically competitive."

In 1983 Project Advance was cited as an exemplary school-college program by the National Commission on Excellence in Education. Project Advance also received an award in 1984 from the Carnegie Foundation for the Advancement of Teaching and the American Association for Higher Education for special achievement in education.

School Comment: Through their collegial relationships [with Syracuse University, the Liverpool] faculty provides additional inspiration and knowledgeable expertise to the entire [school] staff.

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INDIANA UNIVERSITY

Advance College Project (ACP)
Reference Number: 277

According to Indiana University (IU), the reasons local high school students enroll in their Advance College Project are:

- They want to get a head start in college by taking IU courses in their high schools.
- They want to earn dual high school and college credit.
- They have the opportunity to learn what a college course is like.
- They expect that the course will provide more individualized instruction.
- They want to see if they can do college work.

The Advance College Project begins with a project orientation meeting held with high school administrators, counselors, and teachers from selected schools. (High schools are invited based on the strength of their academic program.) At the orientation, the philosophy of the Project, descriptions of the IU-ACP courses offered, and other implementation information are shared.

The high school personnel have the opportunity to talk with both the ACP staff members and the IU faculty members in the specific course areas. After the orientation meeting, each high school decides whether or not the Project complements its school curriculum needs. If the high school personnel choose to participate, they decide which of the IU-ACP courses will be offered at the high school.

To teach an IU-ACP course, a high school teacher must go through a selection process. Approved teachers receive adjunct faculty status. During the summer, newly selected teachers attend a course-specific seminar. Each high school teacher is asked to follow the proposed IU course syllabus with some leeway allowed for individual teaching style and content flexibility.

During the school year, each high school does its own counseling to recruit students for the Project's courses. In addition to following the IU-ACP admissions standards, some high schools may develop additional academic criteria for students to enroll.

Each high school decides the number of course sections and when each course will be offered based on the number of students interested in the Project and scheduling limitations.

Evaluation procedures include teacher questionnaires, IU-ACP comparability assessments-course performance measures, which involves giving common exams to students in the high schools and on campus as well as comparing on-campus and high school student English papers. Student satisfaction is evaluated with student questionnaires and the "ACP Teacher Questionnaire: Your Perception of the ACP Course Experience."

The Advance College Project has grown from six schools in its initial year (1981) to 42 in the 1986–87 school year. Indiana University reports that secondary teachers view the Project as a significant professional development activity and the schools see it as a major service to their students.

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SEATTLE UNIVERSITY

Matteo Ricci College
Reference Number: 374

Students normally begin this program as freshmen at Seattle Preparatory School, the Matteo Ricci College I program. After three years of study, those able to undertake university-level work are recommended to advance to the Seattle University campus or to enter other colleges or universities under "junior-admit" status.

At Seattle University, students complete the three-year Matteo Ricci College II program to earn a bachelor of arts degree with a major in humanities. As a result, students can complete their high school and university education in only six years, rather than the traditional eight. In addition,

about one-half the students spend an additional year on the University campus to complete a second baccalaureate in one of a host of traditional fields.

Matteo Ricci College was created partly in response to the Carnegie Commission on Higher Education report that stressed the need for closer cooperation between secondary and higher education to avoid duplication and to create an integrated curriculum oriented to a continual process of student learning. It was also created to renew the focus of Seattle University as a Jesuit institution committed to liberal and values-oriented education.

The integrated approach is designed to motivate students and to foster independent learning. Writing, problem solving, independent research, evaluation, discussion, and integration are emphasized. Class sizes are generally small to facilitate the development of these skills.

As part of Seattle University, Matteo Ricci College draws upon the faculty of the other five colleges and schools — the College of Arts and Sciences, Albers School of Business, the School of Science and Engineering, the School of Nursing, and the School of Education. It is from these colleges and schools that faculty members are "borrowed" to teach the required MRC humanities courses. And it is in these colleges and schools that the students complete much of their coursework in the discipline and professional areas.

Since its inauguration in 1975, Matteo Ricci College has won Carnegie, FIPSE, Department of Education, and Atlantic Richfield awards, and recognition from the Academy for Educational Development as "one of the 12 most successful educational innovations" in America.

School Comment: It has forced faculty members at both levels (secondary and university) to look at what and how we really want our students to learn, what skills and resources they need to have and what we, as respective faculties, ought to legitimately expect from one another in the education of students through high school and college. The result has been better teaching at both levels, a deep sense of mutual respect by both faculties, and a pride of "ownership" that contributes immensely to faculty morale and enthusiasm for teaching.

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CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA

PolyNet
Reference Number: 602

PolyNet is a cooperative interactive television network that links California State Polytechnic University-Pomona (Cal Poly) with 18 high schools in the Greater Los Angeles area.

The network is used to deliver regular credit college courses and non-credit seminars directly to advanced high school students and to teachers. Students receive regular University credit, which is transferable to other institutions.

A unique feature of the network is that students can interact directly with the instructor using advanced audio technology. Since it began in January 1985, 300 students have taken PolyNet courses.

The program began as a result of Cal Poly's desire to use its Instructional Television Fixed Service channels to deliver educational programs to receiving audiences. When Cal Poly asked school districts how they could be of service, schools suggested a technology-based network that could inexpensively help bridge the gap from high school to the university. It was also suggested that such a system would permit public school teachers to access Cal Poly's resources to update and enhance skills.

Thus, after several months of planning, eight school districts joined with Cal Poly to establish PolyNet, whose purposes are to strengthen the link between public secondary school and the university and to provide a cost-effective way of sharing informational resources so that the quality of the public schools could be maintained and improved.

There are three components to the PolyNet system: the studio classroom on Cal Poly's campus; the transmission system; and the technology at the eight high schools. Through the use of telephone lines and teleconferencing technology, students can press a button and talk directly with the instructor and other students at other schools.

During the first pilot quarter, 80 students enrolled in Introduction to Statistics, Introduction to Psychology, and Probability Theory courses. Students were reported to have enjoyed the courses and to have done as well or better than on-campus freshmen. Ninety percent said they would take other courses through the PolyNet system in the future.

Cal Poly reports that after one year of operation, PolyNet has shown itself to be an effective dynamic medium to help students get a head start in college. A recent survey of school coordinators revealed that PolyNet courses were believed to add breadth to the high school curriculum and provide college credit, and that PolyNet students benefited by interacting with high caliber university faculty.

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KINGSBOROUGH COMMUNITY COLLEGE

College Now
Reference Number: 274

The College Now program of Kingsborough Community College (KCC) serves moderate-achieving high school stu-

dents, many of whom never considered college as an option. The program is predicated on the fact that such students:

- need help in determining whether college is an appropriate option for them after high school
- need the assurance that they can improve their basic skill levels and successfully complete college-level coursework while still in high school
- need greater assistance than high-achieving high school students in making the transition from high school to college.

The program consists of two main parts. First, in the spring of their junior year, students interested in the College Now program take the City University of New York Freshman Skills Assessment Examination to test their levels of achievement in reading, writing, and mathematics.

After the test, students are advised of their test scores and individually counseled as to the appropriate College Now courses in which to participate during their senior year. These may include remediation courses carrying no college credit and/or freshman-level college courses carrying up to seven college credits.

During the senior year, students participate in College Now courses at their high schools during the fall and/or spring semesters. Classes are conducted before or after the regular school day. Students participate on a voluntary basis and take College Now courses in addition to those needed to fulfill their high school requirements for graduation.

As in the Johnson County Community College College Now program and Syracuse University's Project Advance, qualified high school teachers teach the College Now courses at KCC, and members of the college faculty designated as "course heads" are responsible for ensuring that the high school faculty present courses reflective of the college syllabi. The on-site visits, record keeping, and implementation procedures are also similar to Project Advance.

The College Now program began in four high schools in New York City in the fall of 1984. By the fall of 1986 it was serving 13 schools and 1,700 students. In its second year of operation the program was formally evaluated by the Academy for Educational Development, an independent evaluation agency, that concluded, "College Now's success reflects its staff's ability to build reciprocal collegial relationships with the administrations and staffs of the participating high schools."

In addition to the formal evaluation, the program was visited by many interested parties, one of whom commented, "College Now is certainly performing a service in lowering the cost of remediation for CUNY (City University of New York) and other colleges and in offering average kids a chance to raise their sights and pursue worthy goals. It's an idea that will be replicated."

School Comment: Because the College Now target population is the low or moderate achiever, the schools implementing this program need to point out its advantages to both students and their parents in a variety of ways. Typically, target students do not see themselves participating in college-level experiences during their high school years. A great deal of information, counseling, and hand-holding are necessary to encourage such youngsters to participate. Once involved in the program, however, they do well and are very pleased with their choice.

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STATE UNIVERSITY OF NEW YORK-BUFFALO

Gifted Math Program (GMP)
Reference Number: 1009

The State University of New York-Buffalo (SUNY-Buffalo), in cooperation with area schools, offers the GMP for gifted (top 1 percent in ability) and highly motivated secondary school mathematics students.

Each September, a new group of seventh grade students embarks on a full, six-year school-college mathematics program at the University. Nominations of sixth-grade students are accepted early each calender year from school principals and directors of area public, parochial, and private schools, as well as from individual parents. Parents of nominated students are provided detailed reports about the program and are invited to attend information meetings before student testing is begun.

Screening includes tests such as the PSAT "college board" math section, Watson Glaser, and tests of mathematical thinking and aptitude. Further screening procedures include an interview of the high-scoring students and their parents.

Accepted students study mathematics at the University two afternoons each week during the academic year. These classes replace the students' regular high school mathematics program. In some cases, early dismissal from school is also arranged so that students can commute to the University to attend classes. More than 200 students are currently enrolled.

Although much of the curriculum of the first four years of the program addresses school content, some university mathematics is introduced in the first year and increases in quantity each year. Upon successful completion of this college-level work with grades of A or B, earned credits may be converted (as a parent option) to regular university mathematics credit through the University Division of Undergraduate Education. This means that students who continue through the full program can accumulate a substantial number of credits toward a University mathematics major and a total of 22 semester hours of college credit.

Grades and other progress reports are communicated to schools and parents. A school system liaison committee with representatives from each district keeps communication lines open, provides program evaluation, and addresses intra-school problems. University support for this program has

come from the Department of Learning and Instruction, the Office of the President, the faculties of natural science and mathematics and education, and the Division of Continuing Education.

Teachers of grade seven to nine students are drawn from Buffalo area secondary schools and are selected for their mastery of advanced mathematical content and established reputation as teachers. Before teaching in the program these instructors spend at least one year observing and assisting with instruction through the grade level at which they will teach; during each academic year several such teacher interns participate. In some cases at these advanced program levels, University undergraduates and graduate students may study with the secondary school students in the same classrooms.

This program has been listed as an exemplary program in the *Catalogue of Practices in Science and Mathematics Education.*

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CALIFORNIA STATE UNIVERSITY-STANISLAUS

The Uncommon Core
Reference Number: 287

The Uncommon Core program was instituted in response to what California State University-Stanislaus calls the "erosion of curricula in California since Proposition 13 and the importance of orienting promising high school students to university life.

The program brought a number of high school students (35–40 in 1985–86) to the University in the fall semester and for two campus visits. From that group, 15 students were chosen to do independent study projects in the spring. Each student had a mentor among the members of the University faculty. Successful completion of the independent study projects resulted in the granting of three units of lower division credit. The 15 spring semester participants were admitted to CSU-Stanislaus through its Advanced Placement Program procedures and criteria.

Independent study topics chosen by students in the 1984–85 year included "Genetic Engineering in Medicine," "Japanese Cultural Influence on American Life Styles," and "The Production of Transuranic Elements." A student commented about the experience: "The strengths included university faculty contacts, opportunity to study in area of my choice, freedom for growth, develops my initiative, opportunity to earn college credit, enjoyed another environment."

The first year brought high school students from five different high schools to an academic setting. Expansion of the program to other districts is currently under consideration.

School Comment: The Uncommon Core has been "reality therapy" for some very comfortable, non-risk-taking kings of the high school academic heap; when it came to pursuing an *independent* study project they discovered (and hopefully were shaken by) deficiencies tied in to rote learning and high ability to score well on the Friday quiz.

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KENYON COLLEGE

School-College Articulation Program (SCAP)
Reference Number: 30

The School-College Articulation Program is an early college program in which 10 central and northern Ohio public and independent secondary schools offer various Kenyon College freshman courses on their own campuses. The program permits students to earn Advanced Placement and academic credit before leaving high school while imitating as closely as possible a college environment in the nature and scope of reading, writing, and laboratory assignments, and the process or atmosphere of a college class.

Kenyon's standards for the courses are maintained in a number of ways: teachers in the schools are appointed by Kenyon; departmental representatives from the college visit and evaluate classes in the school; course materials and methods are developed in faculty summer workshops jointly by teachers from Kenyon and the school; teachers exchange student written work for cross-grading exercises; and admission of a student to a course requires acceptance by Kenyon.

The program offers courses in many areas of academic inquiry including studio art, European and American history, economics, philosophy, English literature, political science, French, Spanish, Latin, physics, statistics, biology, and computer science.

Program personnel include:

- Director
- Associate Director (the Kenyon coordinator) who is the principal link between the college's administration and faculty and the steering committee representatives in the schools
- Board of Directors composed of heads of member high schools who maintain communication with the director and with each other
- Steering Committee representatives in the schools who are the administrators of the SCAP program in their schools and teachers in the program and who make policy for SCAP
- Kenyon's Academic Dean, who is the primary liaison between SCAP schools and Kenyon's administration

- Kenyon's faculty representatives, who are responsible for maintaining academic standards
- teachers who must maintain the standards, methods, and subject matter agreed upon with the course representative at Kenyon. The classroom teachers keep the school's steering committee and Kenyon representative informed about the course's progress, submit forms when required, and attend course meetings.

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RHODE ISLAND COLLEGE

Early Enrollment Program (EEP)
Reference Number: 96

Addressing the problem of decreasing academic motivation among college-bound students during the senior year, Rhode Island College's Dean of Education, James D. Turley, decided to introduce a partnership program based on Syracuse University's Project Advance. As of the 1983–84 school year, 700 students from 26 high schools were enrolled in Rhode Island College's (RIC) Early Enrollment Program.

EEP courses are taught by carefully-selected high school faculty members whose credentials and teaching expertise have been evaluated by RIC faculty members and who are subsequently designated RIC adjunct faculty instructors. The courses are monitored by RIC faculty and administrative staff members to ensure that the standards are identical to those for the same courses taught on campus.

EEP offers introductory courses in anthropology, art, chemistry, economics, English, modern languages, geography, history, mathematics, and political science.

RIC faculty liaisons maintain contact with high school teachers through personal on-site visits, telephone calls, and informal conversations at professional meetings. Two yearly events bring instructors together with faculty members.

All participants, including the principals of participating schools, attend a fall workshop. Group meetings are scheduled, according to academic discipline, for instructor exchange of information on methods, materials, and student achievement. At a second meeting in the spring, adjunct faculty members meet with the RIC liaisons to assess the preceding year's program and to plan for the next year.

Students who have successfully completed the secondary school curriculum through the eleventh grade are eligible to participate in EEP. Under special circumstances, some high school juniors are permitted to enter the program. In general, the selection of students is left to the discretion of the high school teachers and guidance staff.

School Comment: Senioritis has been replaced, at least in our EEP courses, by a commitment to academic achievement that lasts right to the end of May.

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TALLAHASSEE COMMUNITY COLLEGE

State Dual Enrollment Program for High School Students
Reference Number: 88

Cooperative agreements between Tallahassee Community College and local school districts provide dual enrollment opportunities for selected secondary school students through this statewide program. To qualify, the students must be enrolled in a high school with which a cooperative agreement has been made. Students must certify their intent to pursue a college degree; meet the requirements for dual enrollment established by the school board, community college, and the Florida legislature; obtain the written consent of the school principal; and sign a reimbursement request.

The community colleges are responsible for hiring qualified instructors, keeping records of the academic progress of each student, and counseling students on current college requirements and the use of dual-enrollment credits at the college level. Courses provided by the college and taught at the high school include college-level English, science, and social studies. Monitoring and coordinating implementations of guidelines are the responsibility of the school board's assistant superintendent for instructional services and the community college's assistant dean of instruction.

Individual differences in cooperative agreements can be made between school districts and the community college. For example, the Wakulla County School specified that Tallahassee Community College should conduct dual enrollment courses at the high school following the high school calendar and employing high school teachers as adjunct college instructors whenever possible.

In another agreement, the school board of Leon County took the responsibility to inform students and parents of the availability of the Dual Enrollment Program, program requirements, and courses currently offered.

The college credit earned is held in "escrow" and becomes "official" college credit when evidence of high school graduation is presented.

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MINORITY, DISADVANTAGED, AND "AT-RISK" STUDENTS

The energies of the many collaboratives that focus on the educational needs of minorities and those students deemed to be "at-risk," seem to be well-warranted. As Ernest Boyer of the Carnegie Foundation observes, ". . . the demography is rather sobering. We are going to be increasing the number of minority students in the public schools. These are the young people who have historically not been well-served by public education. If our failure rate among these students persists, we're going to see continuing economic and social failure."

Programs have been developed to address thinking, problem-solving, and study skills; to provide better counseling, remedial assistance, and realistic job experiences to improve attitudes about work; and to improve the diagnostic and screening procedures used by schools to ensure early identification of youngsters in need of special assistance. Of particular interest are those collaboratives that employ a variety of rewards and incentives to encourage students to elect and successfully complete the necessary academic subjects that will allow them to pursue the widest range of career options, an especially important concern in the mathematical, science, and technical fields.

The range of creative approaches and the commitment of educational institutions, government and funding agencies, and the business community in addressing these concerns is impressive.

UNIVERSITY OF SOUTHERN CALIFORNIA

Mathematics, Engineering, Science Achievement (MESA)
Reference Number: 281

The MESA idea began to take form in 1968 when a group of university professors, secondary school teachers, students, and other professionals shared their concern about the small proportion of engineers (2.8 percent) from underrepresented ethnic groups.

Recognizing that preparation for science-related careers should begin in the early years of high school, MESA founders designed a program that would encourage minority students to take the college preparatory courses necessary to major in mathematics, engineering, and the physical sciences at the university level.

The MESA office, headquartered at the Lawrence Hall of Science, University of California, Berkeley, has overall responsibility for the statewide MESA Precollege Program. MESA Precollege Centers are affiliated with universities that have strong engineering and physical science departments. Each of the 16 Precollege Centers works with nearby senior high schools and serves from 100 to 400 students.

The MESA Precollege Program provides participating students with six major activities designed to enrich their educational programs:

1. Tutoring: Professionals, college students, and/or MESA precollege students who have excelled in their coursework tutor students to help them understand mathematical and scientific concepts and maintain high grade-point averages.
2. Independent study groups: Organized and supervised by MESA advisers, study groups provide a support environment for effective learning.
3. Academic, university, and career advising: Special counseling helps students select a high school program, choose a university to attend, complete university application forms, and write a resume. Speakers from a variety of engineering and technical fields provide practical information about career opportunities.
4. Field trips: Students visit industrial plants, research centers, universities, engineering firms, computer centers, and other sites where technical professionals are employed.
5. Summer enrichment and employment programs: Students are encouraged to participate in enrichment programs in mathematics and science during the summers following grades 9 through 11. Meaningful summer positions are available to selected MESA students after their junior and/or senior years.
6. Scholarship Incentive Award: Students who maintain a B+ average in advanced-level college preparatory mathematics, science, and English courses can earn scholarship support while still in high school.

More than 90 percent of MESA Precollege Program graduates have gone on to study at colleges and universities. Of this group, more than two-thirds have chosen majors in related technical fields.

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JOHNS HOPKINS UNIVERSITY

Johns Hopkins University/Dunbar High School Health Professions Program
Reference Number: 282

The Johns Hopkins/Dunbar Health Professions Program was established in response to a national concern about minority representation in the health professions. Its stated purpose is to prepare minority high school students for access to higher education, and for careers in the health professions.

In its first year, the Hopkins/Dunbar Program selected 75 eighth graders to be admitted to the 1986–87 freshman class. A similar group will be added each year with an expectation to enroll 300 by 1990.

The program's primary activity is the Pre-High School Summer Scholars Program, which is an academic and cultural enrichment program for students, faculty members, and parents.

The four components of the program are:

1. The Student Development Component in which 50–75 pre-high school freshmen are involved in a six-week program consisting of one course in math, one in science, one small-group seminar in problem-solving and study skills, one small-group seminar in health careers and health science orientation, and cultural enrichment activities.
2. The curriculum development component, which involves faculty from the high school, university, and the hospital in a structured faculty development program.
3. The community-family involvement component, which includes parents, counselors, students, and mental health educators. The format is structured workshop sessions held twice a week during the summer for parents and student participants. Workshops cover topics such as career awareness, mental health awareness, and school and parent relations.
4. The research and evaluation component aids in evaluating the effects of the program and provides evaluation summaries to the elementary and middle school for program improvement. It also disseminates information through reports, publications, and conferences to potential users and professionals nationwide.

A regular academic year program is provided throughout the year with enriched in-school learning experiences. Each year the curriculum for the next grade is redesigned by teams of faculty members from the high school, the university, the hospital, and the School of Public Health. Workshops focus on increasing the knowledge and awareness of parents about their role in the educational process.

Seniors in the college preparatory programs have the chance to go out "on-site" four mornings a week to various hospitals and other health-related facilities where they observe and work with health professionals. The Hopkins/Dunbar program reports that the on-site work; the science, math, and health-related instruction; and ongoing counseling and advising, help prepare students for continued study at the college level and give them a great start on their careers. A Dunbar student says, "So far, it's inspired me more because I really like the setting. I like helping people—especially kids. When my friends ask me about Dunbar, I tell them that if they would like to enter the health profession, Dunbar is where it's at. It's the place to be."

School Comment: Dunbar High School has been able to attract students with higher aspirations, greater motivation, and a greater degree of determination as a result of our partnership with the Johns Hopkins institutions.

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LAGUARDIA COMMUNITY COLLEGE

Middle College High School
Reference Number: 1078

Middle College opened in 1974 on the campus of LaGuardia Community College as New York City's first collaborative high school-college program for "high risk" students who have difficulty succeeding in a traditional high school. Students are referred by guidance counselors in local junior high schools.

The goals of Middle College are to reduce the dropout rate by improving students' academic performance, to improve students' self-concept, and to enhance college and career options by helping students reach their full potential. The high school-college collaborative encourages potential dropouts to succeed through three major supports: visible peer models; small classes; and enriched academic and support services. The internship program, patterned after the college's cooperative education program, promotes student success, relates school to work opportunities, and develops motivation and a sense of purpose.

The atmosphere of the school encourages both freedom and responsibility. Being on a college campus with access to its facilities also has a positive influence.

Despite the "high-risk" nature of the student body of approximately 460 students, about 85 percent graduate. Of these, 75 percent go on to college at LaGuardia or elsewhere. The Carnegie Foundation for the Advancement of Teaching (*High School: A Report on Secondary Education in America,* 1983); The National Commission on Excellence in Education of the United States Department of Education (*A Nation at Risk: The Imperative for Educational Reform,* 1983); The Council for the Advancement and Support of Education (CASE Award) and the Rockefeller Foundation (*Review of Intervention in the Field of Prevention of Adolescent Pregnancy,* 1983); and the National Association of Secondary School Principals have recognized the excellence of Middle College.

Gene Maeroff cited it as "one of the best examples of a high school and a college merging their efforts." Recently,

the Ford Foundation awarded LaGuardia Community College $276,100 to replicate the Middle College model at six sites nationwide.

Encouraged by the success of the Middle College, a second model was recently developed — an International High School. Using the same structural model of 10th through 12th grades integrated with the college facilities, the new high school recruits students with limited English proficiency who have been in this country for four years or less.

School Comment: Students can be treated as college students with freedom and access to all facilities, and will, in fact, respond to that freedom appropriately when individual attention is paid to creating a positive academic peer culture. Teachers also can have more freedom and responsibility in this environment.

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QUEENS COLLEGE-CUNY

Louis Armstrong Middle School-Queens College
Reference Number: 825

Queens College, through the Queens College Center for the Improvement of Education, has developed collaborative partnerships with the Louis Armstrong Middle School and New York City Community School Board Districts 26, 27, and 29.

The initial program began in 1979 as Queens College and the school board planned and implemented the opening of a new magnet school, the Louis Armstrong Middle School (IS 227) serving students in grades 5–8.

The collaboration entails daily interactions including family counseling, college support to school administration, preservice teacher training, an innovative internship program, community services, college faculty development of curriculum projects in the school, shared planning, and research projects.

The collaboration also conducts a lecture series for senior citizens and a community mentorship program, in which students are assigned to work-study programs in such places as LaGuardia Airport and the offices of local legislators.

Project in Charge (PIC), an early dropout prevention program, is an example of the type of collaboration between IS 227 and the Queens College Department of Counselor Education. This is the first program in New York City directed toward middle school students.

PIC is based on four concepts:

1. Remedial and homework help is needed so students do not fall behind in their work, become overwhelmed, and give up.
2. Group counseling should be employed to combat pupils' feeling of lack of competence and/or inability to control the events in their lives.
3. Job-like experiences will help pupils begin to acquire realistic attitudes about work.
4. Parent workshops should be initiated to help parents — especially single parents — cope better amidst all the pressures of their daily lives. The final program design included all four principles.

The main focus of the college's efforts in District 26 has involved the formation of subschools within two of the junior highs in the area. The overall goal here is similar to that at IS 227. They are attempting to experiment with structures that decrease the impersonal atmosphere and feelings of anonymity so common to many junior high schools.

The Center is also working in two elementary schools where interns have been assigned to staff a computer center, a center for publications, and a broad program in fine arts. The equipment for these activities has been purchased through the collaboration; college staff members serve as support for interns working in the schools.

Currently, the demand for teachers in New York City is compelling the New York City Board of Education to hire many individuals who have no prior training as teachers. While internship programs and preservice teacher training at the schools help to alleviate this problem, the Center for the Improvement of Education is looking for other ways the college might interact with experienced mentor teachers and school supervisors to create an effective design for supporting new teachers in their initial two years.

The intent is to maintain a continuing dialogue between the college staff, new teachers, and personnel in the schools that will form a supportive network.

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UNIVERSITY OF WISCONSIN-PARKSIDE

Creating Higher Aspirations and Motivations Program (CHAMP)
Reference Number: 285

CHAMP is designed to encourage minority youth in the ninth through twelfth grades to stay in high school and to take courses and develop attitudes that will prepare them to be successful in postsecondary education. Specifically, it was created to address problems of minority students, including high dropout rates; low enrollment in more difficult college preparatory courses; low-level performance in math, science, and English; and low retention rates at the university level.

Two-day winter workshops and six-week summer sessions with a curriculum that emphasizes thinking and problem solving form the core of the CHAMP program.

Each year in January, the University of Wisconsin-Parkside sponsors a two-day workshop for eighth graders on the university campus. The eligible students are identified through previous testing programs of the Racine and Kenosha Unified schools. Stanine scores, grade point averages, and attendance records are used to select students.

In addition to preparing students to choose appropriate high school classes, the January workshops also orient students to the nature of postsecondary education, help students recognize the connection between high school and college courses, and encourage students to enroll in the upper-level courses in ninth through twelfth grades.

Applicants who have been evaluated and accepted on the basis of their academic and personal record are recruited for the six-week summer session. Successful students are invited back to the summer program each year or are encouraged to attend another summer program offered in the University of Wisconsin System (e.g., University of Wisconsin-Madison's Pre-Collegiate Minority Engineering Program.) The summer program emphasis is on thinking and problem-solving techniques in all classes. Classes include algebra, trigonometry, biology, physics, English, and computers.

The University of Wisconsin-Parkside reports that several important factors have contributed to CHAMP's success. The high level of institutional support from both university and unified school district administrators, coupled with the commitment of the staff members involved with all stages of the programs, are critically important.

The involvement of minority community leaders, especially in churches and service organizations, has helped publicize the program and build support within the minority community. Another factor in the program's success is that students are told at the outset what will be expected of them; those unable or unwilling to meet specified requirements are dropped. Planned initiatives are: increased outreach to Hispanics, program evaluation (i.e. success rates), increased parental involvement, and a November leadership workshop.

Finally, extensive and continuing follow-up activities involving students, parents, and counselors have reinforced the program's goals and maintained a high level of interest.

CHAMP was cited in the National Institute of Education's *Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Post-Secondary Education,* vol. I, December 1983.

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UNIVERSITY OF ALABAMA

Biomedical Sciences Preparation Program (BioPrep)
Reference Number: 283

The University of Alabama's College of Community Health Sciences established the BioPrep program in 1982 to address the problems of physician shortage in Alabama, where rural areas are even more lacking in health personnel and are comparatively poorer, less well-educated, and less healthy than in other states.

An experimental program, its purpose is to develop bright, rural, socioeconomically disadvantaged Alabama high school students academically and socially so that they will be both motivated and able to achieve admission to college, and once there, progress in medical, health professional, or biomedical science curricula. At the same time, the project aims to nourish in its participating students a desire to return to rural areas in Alabama to establish their professional careers.

Toward this end, the BioPrep program has established the following goals for the participating high school students:

- develop the academic competencies in mathematics, science, and oral and written communication needed for successful admission to and matriculation in an undergraduate curriculum directed toward the biomedical sciences
- understand the nature and elements of the health care system and the professional roles within it
- appreciate rural living and the rural environment and recognize the important role of a health care provider practicing in a rural setting.

Participant selection procedures include testing and principal, teacher, and counselor recommendations. After project students are selected in the eighth grade, they participate in specially designed accelerated curricula and complementary activities beginning in the ninth grade.

This accelerated academic program is conducted during regular school hours, in a block-time arrangement to provide flexibility, and includes directed and independent study, tutorials, and laboratory work. Field placements and bimonthly special sessions at the University of Alabama, at area health care facilities, and in local rural settings, in addition to full-time summer programs, provide additional education experiences and the means for acculturating project students to the health professions, the University, and the rural environment.

Central to the program are the collaborative relationships between rural school teachers and University faculty members, staff members, and students. These relationships have focused primarily on preparing the instructors to teach the accelerated curricula and special activities of the program. Teachers also attend periodic inservice training and summer workshops, for which they earn graduate credit from the university. In between the inservice training sessions, the project staff members visit teachers biweekly in the schools for consultation and assistance.

A set of initiatives is aimed at renovating classroom and laboratory facilities and securing the equipment and materials needed to enable the teachers to effectively implement the BioPrep curriculum.

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THE COLLEGE OF WOOSTER

Wooster-Cleveland Academic Enrichment Program in Science, Math, and Computer Science
Reference Number: 220

The College of Wooster and four Cleveland high schools are working together to provide more opportunities for minorities in science, mathematics, and technology.

The Wooster-Cleveland Academic Enrichment Program in Science, Math, and Computer Science offers Wooster the chance to expand its efforts in addressing the need for assistance in upgrading programs in science and math education in secondary schools, particularly inner-city schools. The Wooster-Cleveland program has three components: the Scholar-in-Residence program, summer camps, and instrumentation workshops.

In the Scholar-in-Residence Program, six College of Wooster math and science faculty members visit the four participating high schools and teach five to six classes a day for a week. The purpose of the program is to enhance the quality of education for inner-city schools and enrich the curricular resources for teachers in the public schools. The program gives the Wooster faculty members a better understanding of the capabilities, interests, and motivations of these students.

A second aspect of the program involves scholarship support for student participants in the science, math, and computer science summer camps at Wooster. Three two-week programs introduce high school students to a variety of challenging problems and methods in science and math. These academic summer camps are staffed by Wooster faculty.

The third component, the instrumentation workshop, is best described in an article written by Theodore Williams, chairman of the College of Wooster chemistry department, entitled "College Visitation Program," published in the April 1986 *Journal of Chemical Education* (vol. 63, p.338)

> Since 1979, high school teachers . . . have brought their students to visit the College of Wooster Chemistry Department to learn about instruments . . . Before each visit, the high school teacher distributes information about the various instruments to be demonstrated. These handouts give the teacher and students a simplified idea of how the instruments function.
>
> After a 15-minute introduction . . . a problem is posed for the group. Our favorite problem is to have students ascertain whether 'liquid paper' thinner is poisonous. The students are told that their two-year old brother or sister has swallowed this material and they are to try to gain as much information as possible concerning this commercial product. Analysis time and accuracy are clearly important in solving this problem. Over the course of the program, we have chosen to give the students such a problem to solve instead of conducting a simple 'show and tell' of the instruments because this approach is markedly more intriguing to them.

This partnership was initiated in 1979, and has been supported by the Cleveland Foundations, the Martha Holden Jennings Foundation, the George Gund Foundation, and the Treu-Mart Fund. The present project has expanded to more schools and focuses on science and math. It is currently funded by the Standard Oil Company.

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UNIVERSITY OF RHODE ISLAND

University of Rhode Island/Providence School Department Partnership Program
Reference Number: 845

The Partnership Program began almost a decade ago when the Urban Field Center, an outreach agency of the University's Graduate Curriculum in Community Planning and Area Development, collaborated with the Providence School Department to create four magnet programs for the city's secondary schools.

The programs are designed to enhance educational opportunities for inner-city public school students, particularly low-income or minority youth, thereby increasing individual potential for continuing into postsecondary educational opportunities, training programs, or career ladder positions.

The university acts as a link and facilitator among the schools, the community, and the business community. Under the direction of the school principals, the partnership staff conducts a variety of in-school and out-of-school activities for students including professional internships for students, field trips, college admissions workshop, and the development of a career counseling file.

Summer offerings include a program that emphasizes mathematics and how it is used in a variety of sciences and engineering professions; and Project Discovery, which gives fifth and sixth graders an opportunity to improve math and science skills.

During the current academic year the partnership staff will be piloting a program for Southeast Asian immigrant Providence Public School students, with the participation and advice of their parents and their respective community leaders.

The partnership has always been funded by a consortium of public and private institutions. Direct funding currently comes from the Providence School Department (Chapter II funds), Citizens Bank, the Office of the Vice President of the University, the National Association of State Universities and Land-Grant Colleges, the Ford Foundation, the Rhode Island Foundation, the Genesis Foundation, the State Department of Education, Office of Civil Rights in Education, and the United States Department of Education. The university and the Providence Public Schools both provide direct funding and in-kind support; the Rhode Island State Department of Education provides infrastructure support.

The University of Rhode Island/Providence School Department Partnership Program is a recent winner of the Council for the Advancement and Support of Education (CASE) grand prize as one of the five best university-school partnerships in the United States. In addition, the partnership was recently named as a member of the National Urban University/Urban School Collaborative, a project of the Urban Division of the National Association of State Universities and Land-Grant Colleges.

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CLEVELAND STATE UNIVERSITY

Cleveland Alternative Education Program (CAEP)
Reference Number: 284

The Cleveland Alternative Education Program is offered by Cleveland State University (CSU), in conjunction with the Ohio Department of Youth Services, the Cuyahoga County Juvenile Court, and the Board of County Commissioners. Youths 13–18 years of age who have contact with the juvenile justice system who are not attending school, do not fit into available programs, and do not show signs of reentering the mainstream of viable living may be referred to CAEP. All referred students are accepted either for full-time alternative school placement or for tutoring. Each semester, 85 young people are accepted into CAEP; serious offenders and truants are included.

At present, four certified teachers in a self-contained classroom provide these young people with a basic education in math and reading, as well as the required academic content (as determined by state and local guidelines) in English, reading, math, and history classes. One teacher serves as a liaison between CAEP and the students' schools. Attendance and grades for each student are sent to the school where the students' records are maintained. Students return to their parent schools at the end of the semester, year, or other period of time spent at CAEP.

A full-time job coordinator teaches basic typing and computer skills to the students and coordinates a "classroom-life skills" program. Regular field placement students from CSU provide additional help for CAEP students. In addition, CSU's College of Education has used CAEP as a source for field observation and has provided input at CAEP, or permitted students to work at the program on an individual basis.

As part of the program, 200–400 teenagers are tutored part-time each year by the Senior Citizen Tutorial component. Tutors provide additional educational support to underachievers still attending their own schools.

In 1985, the American Association of State Colleges and Universities selected CAEP as winner of the Theodore Mitau Award for Innovation and Change in Higher Education.

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TRINITY UNIVERSITY

Upward Bound
Reference Number: 275

The Upward Bound program of the education department on the campus of Trinity University involves 26 eighth graders and 50 high school students with college potential from economically or culturally disadvantaged backgrounds. The program is designed to assist these students from Edgewood and Harlandale School Districts pursue postsecondary education through enhancement of academic and social skills and cultural enrichment.

The Academic Year Program consists of Saturday workshops, tutors, counselors, and field trips. Field trips and cultural events are provided to enhance development and increase motivation of the participants. The counseling and guidance portion of the program is concerned with needs assessments for the participants and plans for meeting those needs.

The five-week Regular Summer Program provides skilled development, cultural enrichment and counseling, and a recreational program, The Bridge Summer Residential Program, a seven-week program for graduated seniors to experience the Trinity campus and college courses.

An Academic Bowl, which brings Upward Bound students from across the state to compete in academic areas

and engage in sporting events is one of the highlights of the summer programs. Each year a different university hosts the Academic Bowl events.

Participants in Upward Bound must first obtain district, school, and parental approval and be identified and selected for the program. Basis for selection and approval includes demonstrated college potential, low income or first generation college eligibility, and an academic or social need for Upward Bound's assistance.

Upward Bound receives its funding from the United States Department of Education, Trinity University, and Southwestern Bell Telephone Company.

Trinity undergraduate students serve as tutors, residential assistants, and recreational instructors for the Upward Bound students. Counseling is provided by graduate students in the school psychology program. Trinity professors serve as summer instructors and as guest lecturers for a career orientation course.

Upward Bound students have access to Trinity's library, recreational facilities, and cultural events presented on campus.

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DEPAUL UNIVERSITY

Your Part in Chicago's Economy
Reference Number: 191

Your Part in Chicago's Economy is an economic education program for families in inner-city Chicago whose major purpose is to enable inner-city families to function more effectively in the Chicago economy by increasing their knowledge of that economy and of key economic principles and practical economic management skills.

Because the program serves families living below the poverty line and primarily involves parents with an eighth-grade education at most, its content and objectives were chosen with concern not only for representation of significant economic concepts but also for relevance to the real experience and opportunities of people living in the inner city.

To give the program a real base in schools, teachers from 55 schools involved in the early childhood program joined in two planning sessions to organize the project. At these sessions, the teachers helped identify critical economic subjects and appropriate approaches to those subjects.

During the first year, teachers presented five workshops at 26 schools and 312 parents completed all five sessions and received certificates of achievement for that accomplishment.

Currently, seven workshops are required for completion of the program. These workshops use parents who have completed the program in previous years as group leaders and as presenters. Workshop topics range from "Your Food Dollar" to "Teaching Children About Money" to "Chicago Markets."

The DePaul School of Education reports that the program has established an ongoing link with Chicago's inner-city parents and teachers who instruct at the early childhood level. From this connection, DePaul faculty members have gained many important insights into the needs of the Chicago inner-city schools.

School Comment: This parent economic education project is valuable because it makes sense to the teachers and parents who participate. It deals with current issues, such as getting a job in a changing economy, and it explains situations in everyday terminology.

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GIFTED AND TALENTED STUDENTS

The aim of some partnerships between schools, colleges, universities, businesses, industries, and governmental agencies is to help develop the full potential of youngsters identified as being gifted and talented. Some partnerships seek to strengthen the curricula and build on student experiences by helping schools offer a variety of challenging new courses. Others focus on adding a variety of supplementary activities, such as academic competitions, workshops, formal campus programs, and field trips. Still others try to increase students' interest in particular academic areas through internships and collaborative research projects with faculty members and scientists at neighboring colleges, universities, and industrial development centers. Many also try to assist parents to better understand the assets their children possess, as well as the problems they may face in school.

JOHNS HOPKINS UNIVERSITY

Center for the Advancement of Academically Talented Youth (CTY)
Reference Number: 569

The Center for the Advancement of Academically Talented Youth (CTY) was established to meet the growing demand for a program for adolescent students who wished to advance according to their individual rate of learning and level of performance.

An integral part of CTY's activities is the annual Talent Search that identifies exceptional mathematics and/or verbal reasoning abilities among seventh grade students. CTY believes that early identification of abilities allows teachers and counselors to help students use their talents appropriately during the remaining school years.

To qualify to take the Scholastic Aptitude Test exam, students must rank above the 97th percentile on either the mathematical, verbal, or total composite scores of a national, school-administered test battery. From this population, about one-third of the students qualify for CTY's academic programs. Searches are conducted in the Mid-Atlantic, New England, and Western states.

The CTY program includes summer, winter, residential, and commuter courses. Sites are located at the Johns Hopkins University and at various schools and colleges in California, Pennsylvania, and New York. CTY also offers a tutorial-by-mail in Expository Writing.

Although letter grades are not given for these courses, a detailed evaluation of participant's performance is provided, and, where applicable, nationally standardized content-area examinations (College Board Advanced Placement Examinations) are recommended.

CTY services include:

- Assessment and evaluation services offering a detailed assessment of a student's reasoning abilities in mathematics, verbal, and abstract reasoning tasks
- Counseling
- A training institute for educators and parents
- Career education workshops
- An advisory council that includes parents and meets twice a year to review CTY policies and share ideas about CTY's activities
- A pilot academic program of talent identification and preparation of elementary students
- A pilot skill reinforcement program for educationally and economically disadvantaged youth.

CTY has received international recognition for identifying and working with mathematically and verbally talented junior high and high school students and has been the model for at least four similar programs such as those at Duke University, Northwestern University, University of Denver, and Arizona State University.

School Comment: In CTY, schools have a willing and able partner in finding the brightest students and educating them. Students receive encouragement, guidance, and opportunities unavailable anywhere else, and, as a result, strengthen their academic skills and performance.

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SOUTHEASTERN MASSACHUSETTS UNIVERSITY

The Spotlight Program of Projects for High Learning Potential
Reference Number: 1057

The Spotlight Program of Projects for High Learning Potential, formerly called "Project Excel," is an enrichment program for gifted and talented high school students. The curriculum is designed to introduce high potential tenth and eleventh grade students to critical thinking, artistic endeavor, and social consciousness.

The primary purpose of the program is to provide an intellectual, cultural, and social transition into college. The schedule for the Spotlight Program includes after-school sessions once a week, making the program an addition rather than a supplement to the ongoing school curriculum.

In September, the program opens with simultaneous orientation sessions for parents and participating students. During the 27-session program year, participating students are exposed to creative thinkers and people active in various fields, through discussion, debate, and presentation. Guest speakers are drawn from the traditional academic disciplines, the arts, political action, and community service. After the general sessions, small group discussions are led by group leaders. These discussions permit an informal extended exploration of the various topics.

In addition to the general sessions, five-week small group mini-courses provide an alternate format to explore special topics. The mini-course topics are based on a survey of student interest, on relationships to the overall curriculum, and on the University's ability to recruit appropriate instructors.

Mini-course topics in the past have included drawing, dance, marine biology, classroom behavior, and sign language. Southern Massachusetts University faculty members design the overall curriculum, make presentations, and conduct workshops. The University's library, laboratories, computer capabilities, and classrooms are all drawn on for program support.

The home high school is responsible for recruiting, screening, and selecting students. Students are selected for the program on the basis of personal achievement, academic and intellectual excellence, school leadership, creative and artistic accomplishment, or community service.

The small-group discussion leaders are recruited each year from participating high school faculties. High school seniors who have participated in prior years may also be group leaders.

Other programs sponsored by Projects for High Learning Potential include a youth orchestra, a math-science satellite program, and several teacher-training activities.

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CLARKSON UNIVERSITY

The Clarkson School
Reference Number: 1077

Motivated by a desire to provide special encouragement and opportunity for qualified high school students to enter college curriculum in the sciences and/or engineering, Clarkson University founded the Clarkson School.

Each year Clarkson University selects a small group of high school students who have demonstrated excellence in their academic work (particularly students planning careers in engineering, medicine, computers, science, or other technical fields) to participate in the Bridging Year Program.

The Bridging Year Program offers a transition between secondary school and college. During the program, students live at Clarkson University and enroll in college-level courses for which they can earn 30 or more hours of college credit.

While completing a freshman college year, they may use the courses to satisfy high school graduation requirements at their home school. Students who satisfactorily complete the Bridging Year at the Clarkson School may continue as sophomores at Clarkson University. They may also choose to attend other colleges or universities.

Since Clarkson University recognizes that participating students must adjust to college life, the program includes: careful monitoring of academic and personal progress; small group living (8–9 students) in houses with live-in house advisers; and individualized help in developing study skills and study sessions for particular courses.

Participating students are chosen on the basis of demonstrated academic ability and motivation as reflected by grades and class standing, interest and ability in science and mathematics, and high scores on the Scholastic Aptitude Tests (SATs or PSATs).

Before applying, students are cautioned that the program requires hard work, self-discipline, maturity, and academic motivation for success.

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BRANDEIS UNIVERSITY

Summer Research Apprentice Program
Reference Number: 552

The main emphasis of the Summer Research Apprentice Program is to develop the interest and opportunity for students in science. Each session, 14 students from across the United States take part in the Program, which enables them to conduct research projects with members of the Brandeis University faculty.

Each student in the Program is teamed with a faculty member in one of the University's science departments. The faculty members define the research projects and guide student progress. Students meet together once a week to give individual seminars on the progress of their work, and at the end of the eight-week program, they are expected to write a research paper on their individual projects.

Six of the students in the 1986 program were selected from a national pool of more than 80 applicants; five were selected from Newton North High School through a special Brandeis-Newton North High School Scholars Program; and the remaining students were chosen from Boston area high schools.

Brandeis reports that one of the main benefits of the program is that it gives students the opportunity to develop their scientific interest and talent outside the conformity of a classroom experience.

School Comment: The research program provided the rare experience for high school students to perform "real" research for a short time. My five participating students were so favorable about the experience that many other Newton students inquired about future continuation of the program.

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MICHIGAN TECHNOLOGICAL UNIVERSITY

Women in Engineering Program (WIE)
Reference Number: 557

The Women in Engineering Program (WIE) was initiated in 1973 to introduce female high school students with high academic potential in science and mathematics to careers in engineering.

Since 1975, a limited number of teachers and guidance counselors have also been invited to participate in the program, and as a result, are better equipped to advise a greater number of students interested in these areas.

The WIE Program follows a lecture-laboratory format. The lecturers are University faculty members and/or practicing women engineers, who also serve as role models for the WIE participants.

The laboratory exercises are developed and taught by Michigan Technological University (MTU) faculty members and staff members from various engineering disciplines as well as engineering technology and bioengineering-forestry.

While learning about college life, the students also have the opportunity to attend scheduled evening sessions on financial aid, admission policies, military options, and cooperative education. In addition, there are evening events and programs on topics such as women in science and opportunities in the Peace Corps.

The participants live in a university residence hall, and their counselors are MTU undergraduate women who act as resource persons and role models.

More than 600 applications are received each year from young women who would like to attend a WIE workshop. From these, 300 are selected by a committee composed of representatives from MTU faculty members, administrators, and staff members.

MTU's ongoing evaluation process indicates that the WIE Program plays a significant role in influencing the participant's career choices with approximately one-half graduated, enrolled, or planned to enroll in an engineering curriculum.

MTU concludes that by supporting this program, it is able to attract and educate a larger percentage of young women in engineering and science than most universities in this country. A benefit to the corporate sponsors is the availability of a larger pool of qualified women engineers for employment.

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THE UNIVERSITY OF TEXAS-SAN ANTONIO

The University of Texas at San Antonio Honors Program for Young Scholars
Reference Number: 551

For the past eight years the University of Texas-San Antonio (UTSA) has provided four programs as a part of the Honors Program for Young Scholars:

1. Students are carefully selected for the Summer Program through interviews, examination of grades and test scores, and recommendations. They enroll in one course from a number of options including mathematics, science, art, literature. In addition, all students enroll in a humanities course team-taught by USTA faculty members. Each year the theme of this humanities course serves to unite all the specific courses of the program. Students who successfully complete both courses receive four university credits. The university raises money through a variety of means so that nearly 50 percent of the qualified students who need financial aid can attend the Summer Program.
2. A series of workshops in the schools is offered by the university in response to requests from school districts. Each workshop is developed collaboratively by the university and the district and is designed to address the districts' specific needs.
3. A spring conference involves all honors students, who come together to attend workshops led by faculty members of the Honors Program for Young Scholars. The conference also includes films, discussions, and College Bowl competitions.
4. Mindmatch brings students from high schools throughout San Antonio and the surrounding area to participate in academic competitions moderated by the faculty members and students of the undergraduate honors society of the university.

School Comment: Having college professors on our campus to present workshops to students in the gifted/talented program has raised these students' appreciation for learning while aiding their ability to practice higher level thinking skills. The professors, in turn, report that they enjoy matching wits with these gifted "younger" students, and all of us involved in the effort look forward to finding new ways each year to challenge our most able students.

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EAST LOS ANGELES COLLEGE

Non-Credit Enrichment Programs
Reference Number: 276

Students at Garfield High School begin the math enrichment program, Transition Math, as "at-risk" students, and complete the program at East Los Angeles College by taking the Advanced Placement (AP) Calculus examination.

The program began four years ago with its founder, Jaime Escalante, teaching the classes. It has now grown to include five teachers and 260 students who participate each fall, spring, and summer semester.

The teaching methods remain those of the founder. The program provides students with summer employment, food, books and supplies, and special services such as tutoring.

East Los Angeles College reports that more than 60 students perform successfully on the AP Calculus (A-B) exam, and a third of these go on to perform successfully on the Calculus (B-C) exam. They report further that Garfield High School students are near the top nationally in terms of AP Calculus achievement. Future plans include expanding the program to other disciplines.

The Transition Math program has been recognized by feature articles in *The Washington Post, Los Angeles Times,* and *Reader's Digest.*

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OREGON GRADUATE CENTER

Saturday Academy
Reference Number: 54

Saturday Academy is a program of classes for sixth–twelfth grade students who want to deepen their knowledge in an area of interest or broaden their options by exploring new fields.

Courses are taught on-site by professionals at businesses, colleges, and civic agencies. Courses are offered in the areas of the physical and biological sciences, engineering, and math and topics range from Biology of Marine Mammals, taught at Portland State University, to Digital Logic Design, taught at the Hewlett-Packard Corporation.

Saturday Academy offers classes three times a year for two or more hours per week, 6-10 weeks, afternoons, evenings, and Saturdays.

More than 950 students from 93 public and private schools throughout the Portland-Vancouver area have participated in Saturday Academy. Schools have assisted by distributing Saturday Academy's newsletter, by encouraging bright students to participate, and in some cases by offering scholarship support.

The Oregon Graduate Center reports that Saturday Academy has become an important part of Portland's educational resources and that it is a direct, effective way for business, industry, and higher education to help the community's promising students.

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ARTICULATION PROGRAMS

When the word "articulation" is used in the context of education, we generally think of the movement of students between and among institutions and instructional programs. In this category are cooperative programs that exist primarily to smooth the transition from high schools to colleges and universities, vocational and technical programs, and to the world of business and industry.

Many programs include careful attention to student guidance, advisement services, and the improvement of curriculum and instructional support services. Also included are collaborative arrangements that expand the range of academic options for students, reduce curriculum duplication and credit transfer difficulties, encourage acceleration, and address the needs of special groups (e.g., adults returning to complete a high school program or college degree).

GREENVILLE TECHNICAL COLLEGE

Articulation Program: Greenville County School District/Greenville Technical College
Reference Number: 886

The Articulation Program collaboration between the Greenville County School District and Greenville Technical College emerged in 1981 as one response to secondary school vocational education graduates dropping out of post-secondary training when faced with repeating the same courses they had previously completed.

An articulated, performance-based vocational education delivery system was designed to improve curriculum coordination between the institutions. The student is informed exactly what must be learned, instructed in that skill or knowledge, and then tested on mastery of that specific competency.

The program serves eleventh and twelfth grade high school students who continue their career preparation in similar programs at the postsecondary level at Greenville Technical College. Approximately 800 students are involved in articulated vocational education programs each year.

More than 15 vocational program areas have been articulated, including auto body repair, masonry, office procedures, accounting, and food service. In some programs college credit earned by examination can be transferred to a four-year college degree program.

Installation of the Articulation Program was assisted by a grant from the Appalachian Regional Council of Governments through the Federal Projects Office of the School District of Greenville County. A loss of ARC funding, due to a cutback in ARC operations, was met by joint funding of the Articulation Program by Greenville Technical College and the Greenville County School District. The operational cost of the program is jointly shared by the participating institutions.

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ROANOKE-CHOWAN TECHNICAL COLLEGE

Pre-Freshman Program
Reference Number: 363

The Pre-Freshman Program provides selected high school juniors and seniors who have completed most of their graduation requirements with the opportunity to earn college credits while still enrolled in high school.

The Program consists of late-afternoon and evening classes for students who are interested in exploring career opportunities or in receiving college credit prior to enrolling as freshmen in a postsecondary institution. Students enrolling in the Program must have the approval of their high school principal. In addition, students may be required to take a placement test to ensure they have adequate skills in math, reading, and English to be successful in their selected course(s).

Courses offered include a general education program through East Carolina University-Roanoke-Chowan Technical College (ECU-RCTC). High school students wishing to take courses in the ECU-RCTC General Education Program must complete RCTC's general admission requirements and meet the requirements of East Carolina University.

The University requires that the students be high school seniors in the top 25 percent of their class, have above-average scores on the PSAT or SAT, have successfully completed Algebra I, Algebra II, and geometry, and be recommended by their high school principal.

Other courses offered by RCTC include criminal justice, architectural drafting, early childhood, business, business computer programming, automotive and diesel mechanics, welding, cosmetology, industrial maintenance, light construction, air conditioning, heating, and refrigeration.

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BRISTOL COMMUNITY COLLEGE

Tech Prep/Two Plus Two
Reference Number: 2

The Bristol Community College (BCC) Tech Prep/Two Plus Two program is designed for high school students whose career choices will not likely require a bachelor's degree. The initiation of a collaborative agreement by the college with participating school districts placed emphasis on the development of academic core courses at the high school level that would ensure a logical progression to the community college and eventually to the workplace.

BCC Tech Prep/Two Plus Two provides a focused program for students currently enrolled in general courses at comprehensive high schools in applied mathematics, science, literacy, and related technical subjects. The BCC faculty from the business, science, and engineering departments, provided technical assistance to faculty and career counselors from area school systems in developing the curriculum.

School Comment: Connectedness between high school classwork, the associate degree technical program and employment in a satisfying job will motivate "ordinary" students to extraordinary achievement.

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MT. SAN ANTONIO COLLEGE

Developing an Articulation Model for Vocational Programs
Reference Number: 914

In the spring of 1984, Mt. San Antonio College established a committee whose membership includes all the directors of adult and vocational education in the Mt. San Antonio College District. The purpose of the committee was to establish an articulation process with the community college, local high schools, and adult education programs. A subcommittee then developed an articulation model to be used by adult and vocational education programs.

The final outcome of this project was the development of an articulation program between Mt. San Antonio College and local secondary and/or adult schools. There are six specific articulation agreements for electronics, child development, accounting, drafting, computer, and word processing at each educational facility within the local district.

The purpose of the articulation program is to enable students in vocational/technical programs at the various levels of education to accelerate their training and avoid duplication of their learning experiences. Certification of competency is the responsibility of the subject area instructor and principal at the high school or adult school program. Credit by examination and/or placement is awarded to students who meet the competencies of articulated programs.

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RESEARCH ON TEACHING AND LEARNING

The following section includes descriptions of cooperative programs that make educational research and evaluation their primary focus. Their attempt is to use the products of inquiry to actively and responsively shape all aspects of educational reform including teacher education and staff development, curriculum design, and student assessment.

Through such collaborations, schools, colleges and universities pool talents and resources to create research agendas and set priorities, disseminate results, and provide better communications and linkages among member institutions, the business community, and governmental and civic agencies.

Rural schools seem to particularly benefit from many of the services provided by these programs.

TENNESSEE TECHNOLOGICAL UNIVERSITY

Rural Education Research and Service Consortium
Reference Number: 7

Twelve member schools in association with Tennessee Technological University comprise this program, which was developed to provide assistance to the TTU faculty members who want to engage in rural education research and service. Its various activities are characterized by the seven original goals of the program:

1. provide an organizational structure to facilitate and promote cooperative efforts among the constituent members
2. encourage research related to rural education and other rural issues
3. provide a forum for sharing and disseminating information related to rural education and other rural issues
4. facilitate and coordinate research/service activities in selected rural schools
5. assist in the implementation of CERA (Comprehensive Education Reform Act of 1984) and monitor its impact in selected rural schools
6. provide staff development opportunities for College of Education faculty members with an emphasis on research techniques, emerging issues in rural education and teaching/school effectiveness, and direct involvement in the public schools as required by CERA
7. facilitate field experience in rural schools for preservice and inservice educators.

As an outgrowth of these goals, the Rural Education Research and Service Consortium serves schools in the Upper Cumberlands through:

- "Studies of School Effectiveness," which include a 100 Rural Schools Study, a CERA Impact Study, and collection of data on identified indicators of school effectiveness
- "Enhancement of Teacher Effectiveness" by offering scholarships for graduate study, assistance with lesson and unit planning, and other professional development activities including peer coaching and school visitations
- "School Improvement Service Projects" such as Parent Education, Secondary Recreational Reading, and Child Sexual Abuse Prevention
- "University Faculty Development" in areas such as staff development workshops and research/service grants
- "Rural Education Research" done by TTU faculty in such areas as secondary writing instruction and career choices of secondary students
- "Rural School Advocacy," which entails input into the state board of education, acting as the Tennessee delegate to the Rural Education Association, offering the Rural Knowledge Bowl, and giving presentations at professional meetings.

School Comment: If we are to improve the quality of the teachers who are currently in school, we (the practitioners) must provide the professors with feedback which will support our feelings of the kind of training today's teacher will need.

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KENT STATE UNIVERSITY

Northeastern Ohio Coalition of High Schools for the Future
Reference Number: 271

Operating on the premise that the high school staff is in the best position to plan, implement, and evaluate secondary school reform, the Northeastern Ohio Coalition of High Schools for the Future was formed. The Coalition is composed of Kent State University, the University of Akron, Cuyahoga Community College, and five high schools.

The major purposes of the five-year reform effort are:

- to redesign the organizational structure of the high school
- to provide a financial base for the planning stage of individual school reform projects
- to facilitate the process of planning for individual multi-staged school reform proposals
- to assist in the research aspects of the individual school reform projects
- to evaluate project outcomes
- to provide the linkage between the project schools and other educational, corporate, government, and civic agencies
- to disseminate project outcomes to other education policymakers and practitioners.

In the initial phase of the project, leadership teams and resource persons selected from five area high schools, along with members of three participating universities, came together for a two-week workshop.

Three primary goals emerged from the workshop: to increase the knowledge and research base related to high school reform; to train the leadership teams to facilitate staff planning at the school sites; and to enable the five teams to formulate an action plan for the development of a site implementation proposal.

Kent State reports that since the five-site teams began Phase I of the High Schools for the Future project in 1984, some notable changes have occurred in both the day-to-day collegial interaction at the specific sites and in the joint Coalition efforts of the five teams. As a result of team building, cooperative decision making, and planning for change, the teams have successfully addressed the initial goals and objectives.

Cooperative efforts within and between teams have resulted in increased professional collegiality, intra/interdistrict networking, assumed responsibility for on-site reform planning, increased participation by overall staff, and enhanced cooperation among business and industry, local school districts, and northeastern Ohio universities and colleges.

Future plans include establishing Professional Development Centers (PDCs) representing specific instructional areas. Each Center will be chaired by a person selected by the particular task force. In this way leadership of the project is spread over a large group of participants rather than one or two higher education institutions. The PDCs are designed to serve the coalition as peer-assisted training inservice to reach the goal of a community of teachers teaching teachers.

School Comment: In order to effectively implement a renewal program like this one, a teacher or administrator needs to (1) be totally committed to changing the "industrial-aged" model of schooling to one that puts teachers and students in a proactive mode of operating; (2) be willing to *collaborate* with a self-renewing higher education institution; and (3) reallocate existing resources to the effort. Otherwise, the effort will amount to more "tinkering" with the program.

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VIRGINIA COMMONWEALTH UNIVERSITY

Collaborative Teacher Education Program (CoTEEP)
Reference Number: 270

The CoTEEP program was initiated in 1984 by Richmond City Public Schools (RPS) and Virginia Commonwealth University (VCU) to establish and document a collaborative approach integrating preservice and inservice teacher education. The three-year pilot study was funded in part by the Virginia Department of Education.

The partnership involves participants in six Richmond elementary and middle schools, RPS Central Office Personnel, VCU faculty members and administrators, selected undergraduates in elementary education, and representatives from the Virginia Department of Education.

In support of the conception of teacher education as an ongoing, developmental process, the CoTEEP programs move students from earliest preservice experiences, through provisional certification as beginning teachers, to certified teacher status.

Throughout the process, students work with teachers who are, in turn, working with VCU faculty members in a sequence of supportive school-based leadership experiences leading to "mentor-lead" teacher designation. Mentor-lead teachers have supportive leadership roles in working with preservice students, beginning teachers, and peer teachers in their respective schools.

CoTEEP programs and resources are planned for four target populations: preservice students, participating inservice teachers, CoTEEP schools, and VCU faculty members. For preservice students, the programs provide a collaboratively planned and supervised sequence of field experiences. For inservice teachers, there is a sequence of innovative, on-site workshops-seminars carrying prepaid VCU graduate credits. For RPS schools, the programs bring consultant and resource services. For VCU faculty members, there are opportunities to field test ideas in classroom demonstrations and to develop innovative inservice approaches.

The CoTEEP Project has both immediate and long-range implications for teacher education. The collaborative model is supportive in the literature as a positive approach to inservice education. The comprehensive evaluation design responds to the need for documentation of inservice approaches, including collaboration, cited in the literature as a critical gap in our knowledge about teacher education. Since its inception, the project has been modified in response to formative and summative evaluation data.

School Comment: Involvement in a collaborative program commands an enormous amount of time, the willingness on the part of participants to have respect for the contributions that others can make and the willingness to give up traditional lines of authority in the decision-making process that normally governs policies and programs for the given agency.

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EAST TEXAS STATE UNIVERSITY

East Texas School Study Council (ETSSC)
Reference Number: 268

Since its formal organization in 1966 with 25 charter members, the East Texas School Study Council operates through the cooperative action of the Department of Educational Administration at East Texas University and 85 member schools.

Activities are:

- Council meetings provide means for Council schools to share ideas and programs, and an opportunity to explore issues of common concern.
- Over the years, 21 research projects have been sponsored by the Council.
- A newsletter (circulation 15,500) provides a major vehicle for sharing ideas and programs and disseminating information to member schools.
- The Council also publishes *Catalyst for Change* for the National School Development Council, the national organization for school study councils, and sends a copy to all 835 ETSSC member administrators.
- More than 60 different publications and reports are distributed annually through the "Mailbag" service.
- The "instant research" files of the council, vertical files of collected materials categorized by topics, include information of current concern to educators.
- A publications file is maintained to assist member schools in developing or revising any type of school publication.

An extensive evaluation of the Council shows that these activities are seen as worthwhile by its members. Three of the conclusions of the evaluation are that: ETSSC meetings seem to be a worthwhile activity for dissemination of information; the three most effective activities of the council's pooling and sharing objective seem to be the *ETSSC Newsletter, Catalyst for Change,* and *Storehouse of Innovative Ideas* (a compilation of innovative practices), the most effective activity of the research objective is the yearly research publication.

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ADOPT-A-SCHOOL

In an era of declining financial assistance from federal and state governments that are bending under the burdens of deficit spending and pressures of tax reform, schools, colleges, businesses, and industries are realizing that they may be their own best allies and resources.

The Adopt-a-School movement is one of many important ways public and private sectors are cooperating, in part due to a recent recognition of mutual problems, connections, and dependencies. Through such "adoptions," many vital relationships are emerging, making it possible for institutions to assist one another in program and staff member development, share facilities, exchange faculty and leaders, assist in job placement and counseling, and focus on the needs of special populations.

To date, advertising agencies, newspapers, insurance companies, manufacturing firms, banks, sports teams, colleges, small businesses, police departments, even the U.S. Navy have been involved in Adopt-a-School partnerships. Many such programs are delineated in a brochure entitled "Partnerships in Education," which can be obtained by contacting:

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MONROE COMMUNITY COLLEGE

Partnerships in Education: Adopt-a-School Programs
Reference Number: 356

The Monroe Community College Partnership in Education supports and enhances curricular and cocurricular activities at Marshall High School with an emphasis on English and communication, and introduces Marshall High School students to college life at Monroe Community College.

Monroe reports that as a result of the partnership, faculty members of the Arts and Humanities Division have become more aware of the specific needs as well as strengths of Marshall High School students and faculty. Also, Marshall High School students and faculty have a clearer concept of what a community college offers; specifically they can learn about courses and opportunities available through the Arts and Humanities Division.

School Comment: Experience has taught us that some degree of central direction and some specific allocation of staff time are essentials for an effective partnership program. Someone needs to be responsible for (and have the time for) planning and overseeing the arrangements for specific partnership activities, keeping other staff informed of these events, and receiving and channeling ideas for new activities.

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UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Baltimore City Adopt-a-School
Reference Number: 8

Adopt-a-school programs generally involve a local college or university, often in conjunction with local industries, to provide lectures and workshops to students and professional development to teachers. University/college and business participants may be professors giving lectures, graduate students tutoring students, or businesspeople discussing their area of expertise with students or teachers.

The benefits of such partnerships include an improved community life that includes fostering a sense of mutual responsibility for the performance of the public schools among institutions of higher learning, industry, and schools.

The Board of Commissioners of the Baltimore City School System asked area colleges, universities, and industries to "adopt" 12 to 13 of their "comprehensive" high

schools. The University of Maryland Baltimore County (UMBC), adopted two area high schools. Currently in the initial stages of the program, UMBC has provided summer workshops to help teachers improve their students' writing and critical thinking skills and workshops to help students apply for financial aid, improve their SAT scores, and improve study skills.

School Comment: Our school-college partnerships are particularly meaningful because they offer a dual approach to program enhancement. Not only do they provide direct enrichment to students through tutorial assistance, cultural exchange opportunities, and special classroom presentations, but the collegial relationships that have developed between the facilities of the colleges and the partner schools have strengthened teachers' backgrounds in the content areas and provided a much needed level of professional support and affirmation for Baltimore City teachers.

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EVANGEL COLLEGE

Adopt-a-School
Reference Number: 45

Springfield Public Schools encourage the broader Springfield community to join it in an educational partnership designed to enhance the work of professional educators by putting the special talents and resources of local organizations to work in public schools.

Organizations are invited to join the schools in activities such as:

- providing released time for employees to tutor students in basic skills
- lending employees to speak to classes about their professions, the types of jobs performed with the company, and other topics of interest
- assisting a school in purchasing instructional materials, playground equipment, etc.
- sponsoring special interest clubs to improve instructional programs
- offering field trips
- providing prizes or awards to students for outstanding accomplishments
- providing teachers with staff development activities in their area of expertise.

As a partner with Springfield Public Schools, Evangel College provides support services to schools, assists with special events, and has formed big-brother and big-sister programs. The college also makes its resources available to schools in the community.

Evangel College reports that the Adopt-a-School program is an excellent opportunity to become involved in the community and that college personnel and college student groups who have become involved in programs with local schools find it to be a rewarding experience. Their perception of the needs of schools is better as a result, and a more cooperative atmosphere exists between the College and community schools.

School Comment: The college or university has a perfect opportunity to come down from its theoretical tower, get its feet on the ground, and see what is working and what is not. Both partners grow throughout the relationship in terms of broader knowledge of what each other contributes to the community in which they live and prosper.

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CONSORTIA

Organized as networks or consortia, these partnerships include alliances of educational and cultural institutions, business and industry, educational associations, labor unions, and government agencies.

Such groups have organized faculty and administrative development centers, created clearinghouses for educational materials, and organized task forces of leaders from business and education to examine a broad range of issues affecting our schools. Products and services of these alliances include faculty newsletters, grant writing assistance, resources for inservice and preservice teacher training, faculty member exchange, consultants to advise about computer and software purchases, committees to work on curriculum development in specific disciplines, agencies to support research and experimentation in instruction, alliances with business and industry, and agreements to share facilities, personnel, and other resources.

Formally organized consortia or networks help to provide needed services to institutions and to systematically and economically address an array of problems.

THE COLLEGE BOARD

Educational EQuality Project
Reference Number: 1072

The Educational EQuality Project Models Program for School-College Collaboration is a national network of collaborative projects between high schools and colleges. Its members share a commitment to expanding and diversifying the pool of students who are academically well-prepared to enter and succeed in higher education. Each model develops its own particular way of working toward this goal.

The program as a whole explores the variety of ways in which collaboration between secondary and higher education can advance equity and excellence in education. Successful efforts are meant to provide demonstrations for other schools and colleges.

The models program is part of the Educational EQuality Project (EQ), a long-term effort by the College Board to help strengthen the quality of secondary education and ensure equality of access to postsecondary education. The EQ project, concerned with all high school students, works for the improvement of precollegiate education in general, and is especially concerned with students who are at risk in terms of preparation for, entrance into, and success in higher education.

Founded in 1900, the College Board is an association of 2,500 institutions of secondary and higher education that work together to help students make the transition from high school to college.

The EQ Models Program includes 18 distinct partnerships in different parts of the country. A broad mix of institutions participate in these models. Some are public, others are private. The participating institutions differ with respect to financial resources, racial and ethnic composition, and urban, suburban, and rural locations.

Some models involve a single school district working with one college, other models include several school districts and a number of two and four-year colleges and universities. Overall, the 18 models include approximately 55 two and four-year postsecondary institutions and 125 schools or school systems.

Individual models work in a variety of areas: student outreach and support, teacher professional development, curriculum, parent and community outreach, and research. They share promising practices, materials, and research by means of the network.

The College Board acts as a catalyst and resource for the network. It provides technical assistance and dissemination of materials as well as annual stipends and categorical grants for specified projects. Moreover, semi-annual conferences introduce models to national issues and enable them to share information and experiences and to plan future activities. Case studies report on and disseminate what the models have discovered and developed in the various areas of their activities.

Each model is represented by one secondary and one postsecondary representative. The College Board's Office of Academic Affairs coordinates network activities and maintains regular communications among the models. A steering committee of models representatives helps plan and conduct the regular conferences.

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PRISM

Philadelphia Renaissance in Science and Mathematics (PRISM)
Reference Number: 839

PRISM is an alliance of educational and cultural institutions, governmental agencies, corporations, the Philadelphia Federation of Teachers, and the School District of Philadelphia whose purposes are to stimulate interest in science and mathematics education, to assist teachers in increasing the effectiveness of instruction in science and mathematics, and to support the efforts of the school district to increase enrollment in these areas.

PRISM is an unincorporated, non-profit organization sponsored by the Committee to Support the Philadelphia Public Schools. Its activities are intended to increase resources available for instruction in mathematics and science through the creation of programs that have the potential to become financially independent. A small professional staff consults on program design and financing and maintains a quality control responsibility in relationship to PRISM-supported programs.

PRISM supports a wide variety of programs, including:

- The "PRISM Institutes" is a two to four-week program that focuses on a specific subject and provides three to six semester hours of graduate level instruction for participating teachers.
- "LabLINKS" identifies public and private research and teaching laboratories that can be linked in a cooperative relationship with a school science department in support of instruction in science.
- The "PATHS/PRISM Mini-Grants" are awards made to individual teachers or to groups of teachers for innovative or experimental projects designed to enrich classroom experiences.
- "PRIME" provides educational opportunities to minority students in an attempt to encourage them to continue their educations at the university level.
- The "PRISM Documentation Project" is intended to develop a means of systematically gathering information useful for decision making and monitoring the activities of PRISM.
- The "High Tech Talk Electronic Network (HTT)," PRISM's electronic mail, bulletin board, and teleconferencing system, has 24 bulletin boards serving area professional organizations and special interest groups in mathematics, science, and computer science, and includes a data base of public domain instructional software for direct electronic distribution to members.
- The "Philadelphia Teachers in Industry Program (PTIP)" offers public school teachers the opportunity to view firsthand the latest corporate-based applications of science and mathematics, and to bring this knowledge back into the classroom. The nine-month fellowship experience begins with a full-time placement at a host corporation. The teachers move on to a campus where they work on translating their industry experience into educational materials. Finally, the materials are field tested and evaluated in actual classroom settings, and prepared for dissemination. Each teacher receives a stipend approximately equal to that which could be earned through summer employment, and up to six semester hours of graduate credit.

Funding for PRISM programs comes from the PEW Memorial Trust, the Commonwealth's Benjamin Franklin Partnership through the Advanced Technology Center of Southeastern Pennsylvania, corporate contributions, the Carnegie Corporation, the Rockefeller Foundation, the Greater Philadelphia First Corporation, the Ford Foundation, and other public and private agencies and organizations. PRISM does not solicit funding from the public and does not provide total funding for any program.

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SYRACUSE UNIVERSITY

Schools and University Partnership for Educational Responsibility (SUPER)
Reference Number: 1073

SUPER, a partnership between Syracuse University and 12 school districts, is intended to promote constructive collaboration between the faculties of these institutions. The focus of the partnership is on disciplines rather than grade levels.

The permanent staff of SUPER includes a director, who is a Syracuse University faculty member, and a part-time graduate assistant. The main efforts of this staff include building an information disseminating network, facilitating and publicizing programs, organizing the discipline area committees, and acting as a contact between individuals from the various faculties.

The seven discipline area committees (mathematical sciences, special education and technology, gifted students, English, foreign languages, social sciences, science) design the SUPER programs. These committees consist of both University faculty members and faculty members from the participating schools. Half the committees are chaired by school faculty and half by University faculty members.

The committees are free to propose any kind of collaborative effort that they see fit. Most of the programs thus far have been either workshops or symposia. The inclusion of school and university personnel within the committees ensures projects that are both current in the field and applicable to the schools. This school-university make-up is also found in the Advisory Committee that governs SUPER.

Typical workshops may have a wide focus (such as problem solving and the new New York State mandated elementary science curriculum), or a more narrow concentration on

topics of interest to a smaller group, such as the special education and technology committee's program on communication intervention. Often, workshop size must be restricted for the benefit of the participants.

Another effort currently in the planning stage grew out of a series of committee meetings and general symposia on gifted and talented students put forward by the SUPER committee. This committee noted that the partnership established between faculties may also become a direct resource for the students themselves. Thus the committee, together with faculty members from the University's computer department, are proposing the establishment of a computer network that will allow both high school faculty members and students to request information from and establish a "link" to Syracuse University faculty. Workshops will be conducted to instruct students and faculty on the use of this special network.

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WASHINGTON UNIVERSITY, UNIVERSITY OF MISSOURI-ST. LOUIS, WEBSTER UNIVERSITY, ST. LOUIS UNIVERSITY, SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE

International Education Consortium (IEC)
Reference Number: 698

The International Education Consortium is a clearinghouse for international materials, a source of educational opportunities for teachers, an initiator of conferences and programs, and a coordinator of events and services between schools, colleges, universities, and the community. Its major goal is to bring about an integration of international perspectives in the ongoing school curriculum.

The basic element in the IEC model is an intensive one-week summer institute for secondary school teachers that focuses on significant international questions. This activity links these teachers to university professors who conduct sessions during the week.

An additional focus in the program is the facilitation of inservice activities at the district and school levels. Throughout the school year, IEC organizes programs using university faculty members as resources. These programs provide intellectual growth for the high school faculty members and are the vehicles for establishing sustained consultation relationships. These consultations are the major program activity for IEC during the school year.

The consultations and the summer institute are supplemented with two, one-day workshops during the school year for all participating teachers. In addition, non-member and member teachers are invited to one-day seminars directed toward specific disciplines.

Other IEC projects are:

- a resource library for international education
- publication of an international directory of faculty resources on university campuses in the St. Louis area
- a newsletter that includes a calendar of international events and information about international issues and secondary schools.

A teacher reports, "Through participation in IEC, teachers are developing an international awareness and finding ways of incorporating these new perspectives into their various fields." A principal says, "The school-wide focus on global issues provided by participation in IEC has fostered greater interest and better communications among teachers and students of all the disciplines."

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TENNESSEE STATE BOARD OF REGENTS

Tennessee State-Wide School-College Collaboration for Educational Excellence: A College Board EQuality Project
Reference Number: 50

Participants from 13 school-college collaboratives met at the College Board in November 1983 to share their experiences and define the role of their new network in achieving equity and excellence in education. Many types of school-college collaboratives at various stages of development were represented at the conference; each was selected for its potential as a model or prototype that might be adapted to fit many settings. The collaboratives agreed to exchange information and to continue regular meetings, and the College Board agreed to continue to perform a linking function. The EQuality project has, since then, added more collaboratives to the network.

One such addition was the Tennessee State-Wide School-College Collaborative for Educational Excellence, which was initiated in 1985 to improve academic program quality at all educational levels by improving the academic preparation of students who graduate from high school and enroll in collegiate institutions. The "Basic Academic Competencies and Subjects" defined by the College Board's Project EQuality have been adopted as the operational definition of minimum preparation for college-level work.

The Collaborative affects all of Tennessee public education and all activities involve personnel from both college and K-12 levels. Activities include teacher inservice, disciplinary task forces, teacher training projects, reporting assessment data from colleges to high schools, workshops for administrators, revision of high school and college curricula, and a Collaborative newsletter.

The Tennessee State Board of Regents reports that in its initial months of existence, the Collaborative has raised the

consciousness among educators of the need to actively address the issue of improving students' academic performance. The Project EQuality competencies provide a measurable criterion of progress and a standard for curriculum design and assessment.

They further report that one of the most valuable immediate benefits has been the establishment of a forum and a network for ongoing dialog about mutual concerns between college and high school teachers.

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BOISE STATE UNIVERSITY

Boise Schools Partners in Education
Reference Number: 690

The Partners in Education (PIE) program is a three-way partnership among Boise public schools, area businesses, and Boise State University. Currently 25 school-business-university teams are working in elementary and secondary schools in Boise. The purposes of the partnerships are to assist the school in a variety of identified areas and to gain additional visibility for both businesses and Boise State University in the local schools.

Individual schools and their community partners develop activities at their own pace, consistent with their needs and resources. For example, businesses may provide employees with released time so that they may serve as tutors and guest speakers, sharing skills, career insights, and life experience with students.

In the pilot program, teachers benefited from inservice training in time management and computer skills and sharing materials and expertise in fund-raising projects. Boise State acted in an advisory capacity and involved University faculty members and students in several of the projects.

Boise State University reports that the program provides the mechanism for bringing the "outside" world into the schoolroom. It also means a broader audience for positive school efforts, an exchange of new ideas, a better understanding of other viewpoints, and a more realistic picture of the business community.

School Comment: The partnership between Boise Schools and Boise State University has been beneficial to everyone involved. Our students and staff have benefited from the exposure to the expertise and skills that the University staff and students have to share. It has given us an opportunity to be involved with the community — given their support for education.

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COORDINATION OF COLLABORATIVE ACTIVITIES

Some partnerships were created to serve as "umbrella agencies" to coordinate a wide range of cooperative programs and services. Included in these collaboratives are activities such as:

- programs to foster cross-cultural understanding and assist in the integration of non-English-speaking families and students into their communities and schools
- special colloquiums for students that focus on enrichment in particular disciplines
- workshops and regional conferences for school and college faculty members and school administrators to foster professional growth, improve working relationships, and promote curriculum development and research and evaluation on effective teaching and learning
- centers to coordinate faculty member exchange and make speakers available to schools from campuses and the business community
- services to assist schools in employee searches and hiring decisions
- agencies to coordinate the sharing of resources and facilities.

Not only do such programs help address current needs, they brighten the prospects for the future by greatly improving the overall communications among institutions and agencies within communities and breaking down longstanding walls of isolation and mistrust.

INDIANA UNIVERSITY OF PENNSYLVANIA

IUP/ARIN/Public Schools Partnerships in Education
Reference Number: 903

In response to President Reagan's proclamation of 1983 as the National Year of Partnerships in Education, the president of Indiana University of Pennsylvania, the dean of the College of Education, the executive director of the ARIN (Armstrong and Indiana) Intermediate Unit, and the 11 superintendents of the school districts in Armstrong and Indiana Counties met to discuss ways to develop linkages with higher education, basic education, and the community. They formed the Partnership Steering Committee, charged to identify ways to pool resources to improve the educational process.

The Steering Committee has initiated more than 40 projects involving IUP departments, the Intermediate Unit, and the 11 school districts. A sampling of some of these include:

- Through the ARIN-IUP Mentorship Project, IUP faculty members in mathematics, biology, physics, chemistry, and computer programming act as mentors for high ability 10th, 11th, and 12th-grade students.
- The China Outreach Project for Indiana Area Schools (COPIAS) provides the opportunity for students to learn about Chinese culture and language.
- The University School offers the opportunity to mainstream students enrolled in ARIN Intermediate Unit's Special Education Programs. Operated by IUP, faculty members include both public school certified teachers and university professors who have access to IUP's School of Education and Departments of Special Education and Speech and Language.
- IUP-Indiana County Schools English Co-Teaching Project is an inservice training program for English teachers, which provides opportunities for teachers to increase the knowledge of current teaching methodologies. Teachers work with IUP faculty members on a weekly basis.
- The Economic Education Foundation (EEF), a partnership among business, education, and community groups, was formed in response to teachers' interest in the Private Enterprise Market System in the high school curriculum. EEF sponsors workshops and seminars for area high school teachers and is funded by local businesses and industries.
- The Technology-Enhanced Activities in Mathematics and Science (TEAMS) provides inservice training to help teachers upgrade their teaching programs, illustrating changes in modern science, mathematics, and technology. This program has received past funding from the NSF and an ECIA Chapter 11 grant.
- The Principals Assessment Center, a part of IUP's School of Education, is designed to objectively evaluate potential principal candidates and aid school districts in making hiring decisions. It is one of a network of 27 centers across the country developed through the efforts of the National Association of Secondary School Principals.

Partnerships in Education is supported by IUP, ARIN Intermediate Unit, school districts, and the business community. The largest sources of financial support have been grants from state and federal governments.

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NORTHEASTERN UNIVERSITY

Urban Schools Collaborative Office (URSCO)
Reference Number: 855

The Urban Schools Collaborative Office was established in August 1975 in response to the court-ordered desegregation plan issued by United States District Court Judge W. Arthur Garrity, Jr. Known as Phase II, the plan formally and systematically involved 25 collegiate institutions, including Northeastern, in the public school desegregation process.

Northeastern has assumed responsibility for collaboration with Madison Park High School, the Phillis Wheatley Middle School, and the elementary, middle, and East Boston high schools in District D. Northeastern faculty members, administrators, staff members, and students are involved in a wide variety of programs and services under the pairing program, including:

- curriculum development in math, reading, English, Spanish, social studies, science, bilingual education, home economics, music, physical education, and theater arts
- teacher training and administrative and staff development programs
- parent involvement services and workshops; out-of-school learning experiences
- assistance through the use of Northeastern's printing, music, and physical education facilities.

A number of other programs are funded under Chapter 636:

- Three prototype programs, Blackstone Mainstreaming Model, Quincy/Harvard-Kent Mainstreaming Enrichment Program, and Mainstreamed LEP Student Support Program, are being implemented at schools in District D that have large bilingual and limited English proficient (LEP) student populations. These programs are designed to enhance the integration process by bringing together LEP students with English proficient students for activities that promote positive interaction and cross-cultural understanding, improve language skills, and increase the participation of LEP students in regular school programming. They also provide support to mainstreamed LEP students through direct tutoring and staff development activities aimed at assisting in language skills development.
- The Northeastern University/Madison Park High School Home Base School, a separate school-within-a-school program established at Madison Park High School, serves students who have had problems adjusting to the larger school environment and who require guidance and social science counseling in addition to academic instruction.
- The Computer in the Community/Madison Park High School program involves the use of the computer as a tool for community outreach, career education, and skills acquisition. It is a collaboration between the math and business education departments with Northeastern consultant support to teach students to use available computer software for community-based projects and realize the practical application of computers in their lives.
- The Madison Park/Northeastern University Biology Buddy Program, begun 10 years ago, enables Madison Park High School juniors and seniors to enroll in freshman biology and chemistry courses at Northeastern. This program is coordinated by a Northeastern biology professor and the MPHS science department head. High school students are provided support services, tutoring, and mentoring by a Northeastern science student, both before and during the courses.

School Comment: My advice to someone in public school education about to set up a partnership with a college is to be clear about your goals, know the parameters of the partnership funding source and your pairing partner. We have worked in this manner from the beginning of our relationship in 1974 with Northeastern University, and, as can be seen from the varied description of our projects, we have been able to work toward meeting a number of our needs.

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UNIVERSITY OF MASSACHUSETTS-AMHERST

Coalition for School Improvement
Reference Number: 844

The Coalition is a partnership between 25 school districts from demographically diverse regions of western Massachusetts and the University of Massachusetts-Amherst School of Education. It was formed to identify successful school practices and to monitor their effectiveness in solving problems that hinder student learning. The Center for Curriculum Studies in the School of Education is the coordinating agency.

In January 1985, 55 school districts in western Massachusetts were invited to apply for membership in the Coalition. Twenty-six elementary and secondary schools from rural, suburban, and urban communities submitted applications. A committee of public school and university personnel selected the final group. To permit frequent visitation and quality responses to consultation requests, only 11 of the schools were selected for membership. The 15 other applicants were invited to become affiliate members and to attend major staff development seminars.

The guiding purposes behind the Coalition are:

- to increase the effectiveness of public schools by raising the level of student learning
- to increase the effectiveness of teacher preparation in the School of Education
- to develop the conditions in school and nonschool settings that foster increased learning, with particular attention to those students who do not have a history of academic success
- to generate useful research findings, policies, and practices that assist schools to improve
- to develop a model school-university partnership, adaptable to other settings, that will help to solve persistent problems in education.

The Coalition members work together in several interrelated ways to accomplish these goals: study teams, consisting of public school teachers, University faculty members, and Coalition staff members, investigate educational problems of interest to participating schools. As the Coalition model is refined, activities are documented so that the partnership model can be used in other parts of the country. Baseline data about student learning in participating schools is gathered so changes in student behavior can be traced while strategies for improvement are being implemented.

Teachers from different Coalition schools correspond to share information, ideas, and resources. Interschool sharing develops a network of collaboration.

The Coalition sponsors two staff development seminars each year. Participants from member schools work closely with leading scholars in a morning session, and representatives from other schools and the University join the group for presentations in the afternoon. The seminars provide opportunities for the Coalition members and guests to discuss important topics of concern and gain information and insight from national leaders.

School Comment: This partnership has created a new awareness of the very real and accessible resources of both the University and of the network of member schools in the Coalition for School Improvement. New structures have been developed through the Coalition that are helping Coalition members to take a look at the basic issues of how we can actually bring about improvement and renewal in our schools.

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WESLEYAN UNIVERSITY

PIMMS, CAUSE, Educational Studies Program, the Junior Science and Humanities Symposium, Upward Bound, The Center for Creative Youth
Reference Number: 942

As an investment in public education, Wesleyan University offers six programs:

- The Project to Increase Mastery of Mathematics and Science (PIMMS) was founded by a group of Connecticut educators and businesspeople to improve the teaching of mathematics and science in the state's public schools. With a budget of more than $500,000 (provided by various businesses and industries in Connecticut and by local, state, and federal funds) PIMMS projects include new curricula for the schools, summer institutes at Wesleyan, Multiply Your Options conferences for female students, and academic year counseling and workshops. More than 150 elementary and secondary teachers are now served by PIMMS.
- Community and University Services for Education (CAUSE) was founded in 1968 to provide cooperative programs between Wesleyan and area schools. The 40 CAUSE programs are exemplified by the Middletown Enrichment Summer School (three years), mini-grants to area teachers for special school projects (ongoing), and the Wesleyan High School Seminar Series.

  The latter, now in its 17th year, provides 100 honors-English high school students from five area schools with an enriching, thematic semester of readings, lectures, and films, team-taught by high school faculty members and Wesleyan professors.
- The Educational Studies Program is designed to encourage undergraduates of outstanding ability to consider teaching as a career. The program qualifies 25–30 students annually for teaching certificates. Although many are not pursuing certification, more than 300 students take courses in the program.
- The Junior Science and Humanities Symposium brings together nearly 200 of the state's top junior and senior high school students each spring for talks by eminent scientists and humanists who present their own research results and for tours of scientific laboratories.
- The Upward Bound program, like other such programs, exists to motivate poor and minority students who have the potential for achieving success in college but are not achieving in their high schools. Wesleyan University's Upward Bound program has been cited by the U.S. Department of Education as one of the most innovative and effective programs in the country.
- Wesleyan provides facilities for the Center for Creative Youth (CCY) which draws nearly 200 artistically talented high school students for a month-long summer residency

on campus to study with professionals in the Center for the Arts.

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CORNELL UNIVERSITY

Cornell Committee on Education and the Community (CCEC)
Reference Number: 1

The CCEC began as a group of Cornell University faculty and staff members who held a series of public meetings to respond to community concerns about education. The committee expanded in 1984 to include teachers and administrative representatives from eight local school districts. A main objective of the committee is to develop a model whereby major research institutions can play an active supportive role in public education.

The CCEC supports five programs:

- Through the enrichment and expansion program, workshops and mini-courses are developed for area students in conjunction with the area Board of Cooperative Educational Services (BOCES).
- Scholarships are awarded to contribute to the inservice education and professional growth of area teachers.
- Cornell scholars willing to give lectures or demonstrations in their area of expertise are maintained in a speakers bureau.
- Surplus research and instructional equipment donated by various Cornell departments are made available through the equipment distribution program.
- The visiting fellow program involves a local teacher as a fellow formally associated with a Cornell department. The teacher becomes a member of the Cornell academic community and as such is able to participate in seminars and special projects.

Recent developments in the series of programs include: inservice programs in mathematics and foreign language instruction workshops designed to meet the needs of local school teachers, and enrichment events for school administrators.

Cornell reports that the benefit of the partnership has been two-sided. University faculty members have developed a greater sensitivity and awareness of the problems precollege teachers encounter, and local school educators are increasingly viewing Cornell as an educational resource they can turn to with confidence.

Like many partnerships, the ultimate benefactor is the high school or elementary school student. As one participant reports, "The 100+ students whom I will teach this year will certainly benefit from my experience at Cornell this summer. I've considered some new ideas, found support for some old ones of my own, but most important, found my enthusiasm for teaching writing rekindled."

School Comment: Tremendous! That is the only word I can use to describe opportunities and talent that Cornell University has made available through our school-college partnership. Over 10 percent of our Veteran staff have taken full academic programs while on sabbatical leave. All of this at no cost to the teacher and little cost to the school district!

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UNIVERSITY OF CALIFORNIA-SANTA CRUZ

Network for Excellence in Education
Reference Number: 841

The Network for Excellence in Education directs many projects devoted to teachers and students of science and mathematics. They include:

- research seminars for high school teachers of science and mathematics, in which University of California-Santa Cruz (UC-Santa Cruz) faculty members discuss their current research activities with local high school and community college teachers and explore opportunities for incorporating such research in high school science instruction
- the Monterey Bay Area Mathematics Project, a five-week summer workshop followed by monthly meetings during the school year, during which teachers (K-12) address important aspects of precollege mathematics education
- the Monterey Bay Area Mathematics Diagnostic Testing Project, a state-funded, voluntary program for testing student achievement in secondary-level mathematics courses
- the precalculus videodisc project (funded by the National Science Foundation), in which high school teachers collaborate in the development and testing of a series of interactive videodiscs for high school students of mathematics
- the Life Lab Elementary Science Program in which UC-Santa Cruz, in cooperation with the nonprofit Life Lab Science Programs, Inc., initiated a program of field-testing the Life Lab Elementary Science Program, developing new curricular materials for that program, and conducting advanced summer institutes for experienced Life Lab teachers. The National Science Foundation funded the first phase of this work, which was conducted during 1986–87.

One of the more extensive projects in which network staff members participate is the Public School Foundation of Santa Cruz County, Inc., a community-based, countywide,

nonprofit corporation. The development of the Foundation was motivated by the need to create new opportunities for members of the campus community to share their knowledge and experience with students in local schools.

The Foundation has initiated a variety of programs. The Schools Plus Community Mentors program provides the opportunity for UC-Santa Cruz resource people to conduct short-term presentations, performances, and workshops in local schools. Other program areas are Schools Plus Special Projects, which sponsors a regional conference on school dropouts, and Public Communications, which includes a periodic newsletter, press releases, and other communications activities. The Foundation also awards mini-grants to local teachers through Schools Plus Enrichment Grants.

Activities currently underway include an external evaluation of the program, and assessment of an invitation to manage a scholarship fund bequest for Santa Cruz High School.

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SAN DIEGO STATE UNIVERSITY

Hoover High School/San Diego State University Model Demonstration Center
Reference Number: 479

The Hoover/SDSU on-site program features a clinically-based teaching model aimed at developing specific, exemplary instructional and evaluative skills and classroom management techniques. It is supported by a formal partnership agreement between the school and the University, signed by the University president, school superintendent, and principal, and approved by the school board. Its purpose is to provide extensive preservice preparation and inservice staff development for participants in teacher education, counselor education, and educational administration. It fosters a mutual exchange of expertise, concerns, and interests between the school and the University.

San Diego State University faculty members contribute to curricular and instructional developments at the school while working with students and teachers in various academic areas and supporting an active community-school network.

The goal for the coming year is to place an additional emphasis on a variety of teaching and learning styles through a study of secondary school programs and to support the implementation of mastery learning, magnet school curricula, and California's Model Curriculum Standards adopted in 1985.

Integral to the success of the program is expanding University involvement in the Center. The San Diego State University Student Affairs Division will provide services to help ease the transition of students from high school to college and will encourage goal setting for higher education. The Academic Affairs Division will offer special lectures and consultancies and will work directly with Hoover faculty members and the administrators in collaborative efforts designed to benefit both University and school faculty members and students.

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NATIONAL WRITING PROJECT

What began in the mid '70s as a local program to address the well-publicized crisis in the teaching of writing in the schools, has since expanded to include more than 140 sites across the country. The National Writing Project, as it is now called, has received major support from the National Endowment for the Humanities, the Carnegie Corporation of New York, and the University of California at Berkeley. Directors of local projects solicit monies from local foundations, school districts, universities, and state legislatures.

While the ultimate goal of the project is the improvement of student writing, the growth of the teacher as a professional is also very much central to the mission. "Teachers in the project are viewed as professionals, with their own areas of professional expertise, their own successful classroom experiences to report, and their own contributions to make to the improvement of their fellows . . . This shared responsibility for improved teaching may be the theme of a new and exciting professionalism. . ." [from the Editorial, *English Education,* Spring 1979]. The two abstracts that follow provide representative examples of a project that has turned into a national movement.

UNIVERSITY OF OREGON

Oregon Writing Project/National Writing Project
Reference Number: 701

The National Writing Project began in Berkeley, Calif., in 1974 as the Bay Area Writing Project. Now, more than 140 projects in 44 states and abroad have adopted the University of California/Bay Area Writing Project model.

Essentially a staff development program, the National Writing Project (NWP) believes that the key agent in educational change is the teacher. As a first step, therefore, NWP site directors, in conjunction with schools and individuals, identify master teachers of writing in their geographic areas from all levels of instruction. They then bring these master teachers together on university campuses for intensive four to five-week summer institutes.

After completing the summer institutes, these trained NWP Teacher/Consultants conduct staff-development workshops during the academic year in their schools and districts to train teachers of English and other disciplines in new methods to improve writing.

In addition, they may meet periodically as a group to renew and extend the advances of the summer. Thus, the NWP model is a grass-roots program with built-in mechanisms for ongoing teacher support and for extension of benefits to an ever-widening circle of teachers and students.

The Oregon Writing Project, established in 1978, is one of the earliest affiliated sites of the National Writing Project. Primary activities include annual summer workshops for experienced writing teachers in English and other content areas. Other activities include conferences and district workshops. As reported by the University of Oregon, the success of the NWP model is the result of two principles:

- selecting experienced teachers to teach and share with each other in workshop settings, rather than relying only on lectures and outside consultants
- requiring writing teachers to write so they rediscover and maintain positive attitudes toward the importance of composition and their own writing capabilities.

Evidence is mounting that the NWP model can be adapted for staff development in disciplines other than writing. In California, for instance, the success of the statewide writing project has encouraged similar staff development institutes and inservice teams in mathematics and science.

School Comment: As a result of our partnership with the Project, student writing has improved across the curriculum, and teachers feel empowered to work for significant changes in the district structure.

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UNIVERSITY OF SOUTHERN CALIFORNIA (USC)

USC/California Writing Project
Reference Number: 659

As with other National Writing Project programs, the USC/California Writing Project offers teachers an opportunity to become more proficient at teaching their students to write. Project teachers write, examine the writing process, and study the latest research, theory, and practice in the teaching of writing.

The focus of the USC/California Writing Project is a summer institute. During the institute, teachers meet from 9 a.m. to 3:30 p.m. four days each week. They write fre-

quently and meet together in writing groups to listen to and respond to one another's writing. They demonstrate techniques they have found effective, study with experts in the field of writing, and work on ways to adapt research findings for use in the classroom.

Teachers return to their schools having discovered the theory underlying the sound teaching of writing and prepared to implement what they have learned. In addition to the summer institute, USC/California Writing Project conducts staff development workshops for Los Angeles Unified School District teachers and has held special seminars and workshops for teachers of Advanced Placement English students.

USC selects applicants for the summer institute based on teachers' commitment to teaching writing, openness to new ideas, and willingness to accept the professional responsibility of sharing their expertise with their colleagues. The Project particularly encourages applications from teachers of minority and non-native students. Teachers who are selected receive an expense stipend and may choose to earn continuing education credits.

School Comment: The USC/California Writing Project partnership gives the University a direct line of communication with classroom teachers so a contemporary curriculum can be advanced. It also allows interaction between educators and other writing professionals which expands and improves all participants' writing abilities.

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MISCELLANEOUS

This collection of cooperative programs seems to defy easy categorization, but, nonetheless, includes significant and creative activities bound to be of interest to many educators.

The programs described include awards for excellence in teaching, assistance to adults wishing to complete high school, cooperative information retrieval systems, methods for improving access by schools to art collections and libraries, arrangements to share and make better use of educational facilities and resources, and programs to develop student leadership skills and enhance their interest in particular topic areas, issues, or fields of study.

Also included in the examples are collaborative practices focusing on staff development, instructional material design, curriculum development, testing and evaluation, and services to help schools locate top administrative talent.

OHIO STATE UNIVERSITY

The Ohio Early College Mathematics Placement Testing Program (EMPT)
Reference Number: 1076

The Ohio EMPT Program is an opportunity for high school juniors to take a version of a university mathematics placement exam administered in their local high school.

The purpose of the EMPT Program is twofold: To inform high school juniors of their present level of math proficiency, and to compare those levels to college entrance requirements. Test results and associated information about specific college mathematics requirements can be used for counseling purposes by high school guidance counselors, mathematics teachers, parents, and students.

Fundamentally, the Ohio Early College Mathematics Testing Program is an attempt to deal more directly with the problem of remediation at the college level by giving students an accurate description of their mathematics competency while they still have another year in high school to schedule appropriate college preparatory mathematics courses.

Remedial courses at the high school are seen as preferable to college remedial courses for several reasons: In college, courses are "review" courses taught at an accelerated pace, while a slower pace is possible in the high school; remedial courses in college are merely duplicating the high school curriculum, thereby wasting resources; and students needing remediation in college may be delayed from college graduation by as much as a year.

To participate in the EMPT Program, high schools apply to Ohio State University and agree to provide suitable space, time, and proctors to administer the exam; a contact person to help return answer sheets to Ohio State; and opportunities for counselors and mathematics teachers to counsel students regarding appropriate senior-year mathematics courses.

The Board of Regents funds the sending of an individualized report to each student. A summary report to high schools indicates students' projected college math placement and identifies the remedial math courses that would be needed at the college or university the student is interested in. The report also gives students information about the mathematics curriculum at their choice of college or university, and the mathematics requirements of two college majors selected by the students.

Aside from the obvious benefits of the Program for addressing the problem of remediation at the college level, Ohio State reports that the Program fosters a feeling of good will between college mathematics departments and high schools throughout the state. In addition, significant high school curriculum revision has been initiated as a direct result of EMPT.

School Comment: From a high school perspective, there are two significant features about the initiation and success of the EMPT program: Teacher acknowledgment of the program need and immediate, continuous involvement in the solution; and a mutual respect nurturing the university-high school faculty relationships, i.e., a "no blame" environment of cooperative work toward a multi-faceted problem.

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UNIVERSITY OF NORTH DAKOTA

Academic Skills Project
Reference Number: 1075

The Academic Skills Project is a collaboration of the University of North Dakota (UND) and seven high schools in North Dakota and Minnesota. Its goal is to improve the academic skills—reading, writing, mathematics, and general study skills—of both secondary and postsecondary students, and to give secondary teachers, college teachers, and stu-

dents a better understanding of the necessity for the teaching and learning of academic skills at both levels of education. Approaches include assisting in adapting courses of study, curriculum, and teaching strategies with college preparation in mind.

The Academic Skills Project works through a project team, task forces, and an Academic Skills Resource Center. The Project Team consists of representatives from each participating high school and key University faculty and staff members who serve as an "advisory committee" for the Project and as a forum for school-university discussions about academic skills. Individually, team members serve as communicators and change agents in their schools and areas of the University.

Three Task Forces have operated during the project: reading and study skills, writing, and mathematics. A faculty member from UND and a teacher from one of the participating schools have headed each Task Force. These working groups have developed, collected, and disseminated materials and strategies that have helped teachers assist students at both the high school and college levels.

Specific activities of the Task Forces include: seminars and workshops; demonstration projects; consultation assistance to teachers and faculty members; and materials and approaches for classroom use.

An Academic Skills Resource Center houses materials and resources developed and collected during the Project and serves as a regional clearinghouse on academic skills for schools and colleges.

A description of the skills expected of students at the point of transition from high school to college has been developed by each Task Force. Each year the Project funds the development of exemplary approaches to teaching academic skills. These are described in packets available from the Resource Center. Teachers and faculty members can request written and audiovisual materials related to academic skills including articles, texts, teaching materials, and descriptions of exemplary approaches.

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EASTERN MICHIGAN UNIVERSITY

Michigan Youth Leadership for Action Program
Reference Number: 1016

The Michigan Youth Leadership for Action Program is a joint project of Eastern Michigan University and the Constitutional Rights Foundation (CRF). Initiated in January 1985, the project is designed to develop the leadership skills of 50 high school students each year. This is the first campus-based, law-related education program of the CRF and the first in Michigan.

Specific objectives of the Eastern Michigan University/Michigan Youth Leadership for Action (EMU/MYLA) Program are to develop skill and design strategies that will help students demonstrate leadership in their high schools; to increase student knowledge of business, governmental, and public service organizations; and to engage students in community activities that will help them understand the value of citizen participation as a vehicle for improving their schools and communities.

The program begins with a leadership training retreat in which community mentors, agency representatives, school district liaisons, and University personnel spend three days helping students, selected from 13 local high schools, define leadership, investigate how leaders behave, and develop a leadership skill building plan. Students then participate in two four-day internships in both public and private agencies in their home communities.

During the summer there is a six-week work experience internship for students. Community members are selected from each work site to provide support and guidance for each student.

In the fall, student participants design and implement a leadership project to benefit both the student's school and community. A one-day staff development institute for social studies teachers is also conducted by representatives of the CRF, University faculty members, and social studies teachers from EMU/MYLA participating schools. Teachers from school districts in Ingham, Genesee, Oakland, Saginaw, Washtenaw, and Wayne counties are invited to attend.

At the end of the year, EMU/MYLA staff members, community mentors, school district liaisons, and student participants meet to evaluate and discuss the program. A plenary session allows students to share their skills, leadership experiences, and insights with each other. Students are also invited to participate in planning the next leadership training retreat and form a peer-support and leadership group for future EMU/MYLA programs.

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UNIVERSITY OF MISSOURI

Archaeology Survey
Reference Number: 1028

During the past three years, the University of Missouri-St. Louis Archaeology Survey has sponsored six educational programs primarily in conjunction with the School Partner-

ship Program, an agency of the St. Louis Public School District designed to provide positive integrated educational experiences for participating students and teachers.

Primary objectives of the six archaeology programs are to encourage students to think for themselves; in most cases, to use all five senses as a means to experience and make distinctions; and, by incorporating several disciplines in the learning experience, to leap from a textbook conception of math, science, English, anthropology, and archaeology, and to experience these disciplines as an integrated whole.

Thus far, approximately 700 primary school students, 200 secondary school students, 60 teachers, and 50 parents have participated in projects that have ranged from experimental archaeology to mock excavations. Some of the sponsored programs have been "Archaeology for Elementary Schoolers," "Reconstructing Prehistoric Cultures Through Experimental Archaeology," and "Projects in Archaeology."

Reviewing the "Archaeology for Third-Graders Program," a faculty member said, "At one moment as I watched the children actively involved in this project, I realized that they were getting a fully-rounded learning experience, stimulating all their fundamental capacities. As they circulated from one of the three areas to the others, they were stimulated visually, tactilely, cognitively, imaginatively, kinesthetically. . . . The well-rounded activities constituted a very holistic approach to education. . . ."

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QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK

Townsend Harris High School at Queens College
Reference Number: 800

Townsend Harris High School draws its students from throughout New York City. It stresses the humanistic disciplines such as literature, history, and languages, with an emphasis on reading and writing. All students are required to learn one modern and one classical language. In addition, strong emphasis is placed on computer education and career education.

The program at Townsend Harris High School at Queens College serves as a site for inservice training for teachers and preservice teaching experiences. Staff development sessions for the high school faculty members are offered for a single day or as summer sessions. Preservice interns are supervised by a committee of master teachers at the high school and members of the school of education faculty.

Many services and opportunities are also available to Townsend Harris High School students. All the physical, academic, and professional resources of Queens College may be used for the enrichment of the education of the students. Mentors are also available. Students can take Queens College courses for credit in their twelfth year. They also have the opportunity to take part in summer career internships.

Admission to Townsend Harris High School is open generally to highly-motivated eighth-grade students who reside in New York City. Criteria for admission are based on demonstration of academic ability and potential through review of records, recommendation, and evidence of original work and leadership.

Future plans for the program include team-taught courses staffed by members of the high school and college faculties. The planning and teaching of such courses will also be an integral part of their staff development plans.

School Comment: Although Townsend Harris High School has a selected student body, the high school-college collaboration would be a boon to any high school. Such partnership adds dimension and depth to the curricular and extracurricular experiences of students, while enhancing the image and extending the teaching horizons of the staff. In general, the relationship raises the academic aspirations of students and contributes to the "esprit" implicit in a positive self-image.

The daily presence in the school of high school and college faculty, teaching in teams and planning to achieve goals determined in common, is a clear signal to students that their learning environment is "special." By extension, the message of the collaboration reaches parents and the community at large. It enriches all segments of the school community.

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STATE UNIVERSITY OF NEW YORK-NEW PALTZ

Dean's Award for Excellence in Teaching
Reference Number: 738

The Dean's Award for Excellence in Teaching program, instituted in 1983, recognizes excellence in elementary and secondary teaching. Each year, local superintendents are asked to nominate candidates, with supporting documentation, for the award.

The dean, in consultation with SUNY-New Paltz faculty members, chooses one teacher annually from each of six counties to receive awards. Successful candidates are presented with the award at a special ceremony, are appointed as adjunct clinical professors in the School of Education, and receive other regional and local recognition. As adjunct

professors, they participate in professional activities of the College such as guest lecturing and seminar leading.

SUNY-New Paltz reports the awards raise the status of school teaching by focusing on excellence and further strengthen school college relations.

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FINDLAY COLLEGE

Mazza Gallery School Extension Program
Reference Number: 730

The Mazza Collection Gallery of Findlay College houses works of original art created by artists who illustrate books for children. All the artists featured have won prestigious art awards such as the Caldecott Medal. The purposes of the art collection are:

- Visitors may view works of art available in the field of book illustrations featuring artists of the present and the past.
- Children and their teachers receive information about the artists and their books so they fully realize how illustrations extend and expand the meaning of the text.

Services to schools include artist visits to elementary schools and publications of resource guides for teachers. The teachers' guides are designed to be used with students after they have visited the Gallery, and include information and activities developed to further the students' interest and knowledge about the Mazza artists and their books. The Mazza Collection Gallery is also open to the community.

Findlay College reports that participation in the Mazza Gallery School Extension Program enriches students' reading experiences, and that by viewing the collection, students come to better appreciate the art in picture books. They further report that Findlay students benefit by leading tours and working closely with children.

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UNIVERSITY OF WISCONSIN-PARKSIDE

Discovering Research
Reference Number: 724

University of Wisconsin-Parkside's Library/Learning Center is in its eleventh year of providing the Discovering Research program to area high schools. It is designed to acquaint college-bound students with the facilities and services of a college library and to assist students actively involved in research projects by introducing them to general and specialized sources (indexes, abstracts, guidebooks) relevant to various disciplines.

Most area schools bring a group of 30 to 60 students to spend half a day or more on campus. Reference/instruction librarians take turns teaching one-hour sessions on topics such as the importance of approaching a research project systematically in order to make the most efficient use of time spent in the library.

Students also tour the library's facilities, which include books, periodicals, videotapes, cassettes, filmstrips, 16mm films, microcomputer software, and compact discs. They are also given individual assistance with their research projects.

The program promotes continued student use of the facilities by encouraging them to obtain a special borrower's card. Each year, approximately 500 students from 12 area high schools participate in the program, and a large percentage of the students continue to use the facilities and services on a regular basis.

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KAPIOLANI COMMUNITY COLLEGE

Operation Reshape
Reference Number: 52

This Department of Education/University of Hawaii Community College Cooperative Project is designed to improve the academic skills and increase program awareness of prospective community college students before college enrollment.

The need for such a program grew out of a review of community college records indicating that a high percentage of students were entering college with insufficient goal direction and/or lack of academic skills to immediately embark on specific entry-level job training.

Kapiolani Community College (KCC) provides orientation and testing for groups of tenth-grade students who score within the third and sixth stanines on the Stanford Achievement test (students with these scores are likely to enroll in community colleges.)

Each six-hour session is composed of:

- the purpose, benefit, and relationship of college level instruction to high school courses,
- promoting a greater focus on math and English requirements
- briefings on various vocational training operations
- discussion of preparations for students planning to attend a four-year college
- campus tours
- testing for English reading and mathematical competencies.

Students are presented a computer-generated letter listing recommended high school courses based on their intended career goals and present skill levels.

KCC's personnel envision that this program of assessing the academic skills of prospective students two years in advance of college enrollment, and providing instruction and counseling during students' eleventh and twelfth grades, will enhance their readiness for college. Other community colleges in the Hawaii system expect to institute such programs in the future.

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Further information about school-college partnerships can be obtained by ordering the *National Directory of School-College Partnerships,* available from the National Association of Secondary School Principals.

APPENDIX A

American Association for Higher Education
National Association of Secondary School Principals
Syracuse University Project Advance

NATIONAL SURVEY OF SCHOOL-COLLEGE PARTNERSHIPS

1. Name & Location of Institution: _____

_____

city state

1a. Institution's Location: ☐ urban ☐ suburban ☐ rural

1b. Institutional Status: ☐ public ☐ independent

2. Name of Partnership Program: _____

3. Partnership Contacts (representatives who could be contacted for additional information):

	College or University	School
Name:	_____	_____
Title:	_____	_____
Address:	_____	_____
	_____	_____
Telephone:	( ) _____	( ) _____

4. Nature of School-University Partnership Effort:

The following are common missions of school-college partnership efforts. Please check those that best characterize your partnership. Check all that apply.

- ☐ teacher in-service education/faculty development /"academic alliances"
- ☐ teacher pre-service education/career preparation for teaching
- ☐ strengthening the teaching and learning of academic subjects in public schools
- ☐ research on teaching and learning
- ☐ collaborative curriculum development projects
- ☐ professional development for administrators
- ☐ offering opportunities for disadvantaged, minority and/or "at risk" students
- ☐ offering college courses to high school students
- ☐ offering opportunities for gifted students
- ☐ adopt-a-school program
- ☐ consortium
- ☐ tutorial program
- ☐ coordination of several partnership activities under one program name
- ☐ vocational/technical curriculum articulation
- ☐ National Writing Project site
- ☐ other (please describe) _____

_____

5. Please briefly describe your partnership effort, including such information as: when and why the program was instituted, what populations it serves (give numbers of participants if possible), the staffing and budget responsibilities of each partner, the scope and range of programs offered, and general activities of the partnership. Please also describe the ways in which the program is collaborative. If you have a brochure or a paper available, you may substitute it for an answer to this question. ☐ (Check if descriptive materials are enclosed.)

_____

_____

_____

_____

_____

_____

OVER

5. (Continued) _____

5a. What school grade levels are served by the partnership? (Check all that apply.)

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

K 1 2 3 4 5 6 7 8 9 10 11 12

5b. If your partnership focuses on specific content areas, which of the following are addressed? (Check all that apply.)

☐ English ☐ foreign languages ☐ history/social sciences ☐ art/music

☐ sciences ☐ mathematics ☐ computers ☐ other (specify) _____

6. Have any research or evaluation studies been conducted to document your program's effects? ☐ yes ☐ no

If yes, please briefly describe, or list authors, titles, and sources of such studies.

☐ (Check if research materials or a reference list is enclosed.)

7. Please briefly describe your perceptions of the benefits derived from the partnership.

Please return survey to Syracuse University Project Advance, 111 Waverly Avenue, Suite 200, Syracuse, New York 13244-2320.

THANK YOU FOR YOUR COOPERATION

Order Form

The *National Directory of School-College Partnerships* provides information about 1,100 partnership programs and provides descriptive abstracts on more than 150 notable examples.

I would like to order _____ copies at $13.95 per copy. (Orders of 20 or more qualify for a 20% discount.)

Name _____ Title _____

Address _____

_____

_____

(City) (State) (Zip)

Check one:

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Request Form

The National School-College Partnership Computerized Data Base can assist in performing customized searches for specific types of partnerships in the continually expanding and updated data base. For example, you can request a search for a specific subject area (e.g., mathematics, science); geographic area (e.g., programs in California); or program type (e.g., programs for gifted and talented students).

There will be a $25.00 processing charge for *each* customized search. There will be no charge if a search yields fewer than 10 program listings.

I would like to be sent _____ form(s) to request an Electronic Data Base search.

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